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CHANGING EDUCATION FOR A CHANGING WORLD OF WORK, MIDWESTERN REGIONAL CONFERENCE ON EDUCATION, TRAINING AND EMPLOYMENT (CHICAGO, MAY 19-20, 1966).

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IN RESPONSE TO THE EMPLOYMENT NEEDS OF YOUTH IN PRESENT-DAY SOCIETY, THE RESEARCH COUNCIL SPONSORED A SERIES OF REGIONAL CONFERENCES TO MOBILIZE AND COORDINATE RESOURCES TO (1) BETTER PREPARE YOUTH FOR JOBS, (2) REMOVE OBSTACLES TO THEIR EMPLOYMENT, (3) COORDINATE THE ACTIVITIES OF BUSINESS, INDUSTRY, AND EDUCATION IN PREPARING YOUTH FOR WORK, (4) ELIMINATE THE TIME LAG BETWEEN THE IDENTIFICATION OF NEW JOB OPPORTUNITIES AND THE INCLUSION OF PREPARATION PROGRAMS IN THE SCHOOLS, AND (5) PROVIDE FOR A SPECIFIC DELINEATION OF JOB SKILLS AND KNOWLEDGE NEEDED FOR VARIOUS JOB RESPONSIBILITIES. SIXTY-SIX REPRESENTATIVES OF BUSINESS, INDUSTRY, LABOR, GOVERNMENT, CIVIC GROUPS, AND SCHOOLS FROM MIDWESTERN CITIES ATTENDED THE CHICAGO CONFERENCE. SPEECHES PRESENTED WERE "COMMUNITY COOPERATION FOR MANPOWER DEVELOPMENT" BY J. TUMA, "VOCATIONAL PREPARATION FOR INNER CITY YOUTH" BY K. WIENTGE, "PREPARATION FOR THE WORLD OF WORK--WHAT THE SCHOOLS SHOULD DO" BY H.S. LOVING, "THE EARLY SCHOOL LEAVER--WHAT ARE THE EMPLOYMENT OPPORTUNITIES" BY D.R. FOREST, AND "THE WAY AHEAD, YOUTH AND VOCATIONAL EDUCATION" BY L.A. EMERSON. THE DISCUSSIONS WHICH FOLLOWED EACH SPEECH ARE SUMMARIZED. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, 4433 WEST TOUHY, CHICAGO, ILLINOIS 60646. (JM)

Changing Education for a Changing World of Work

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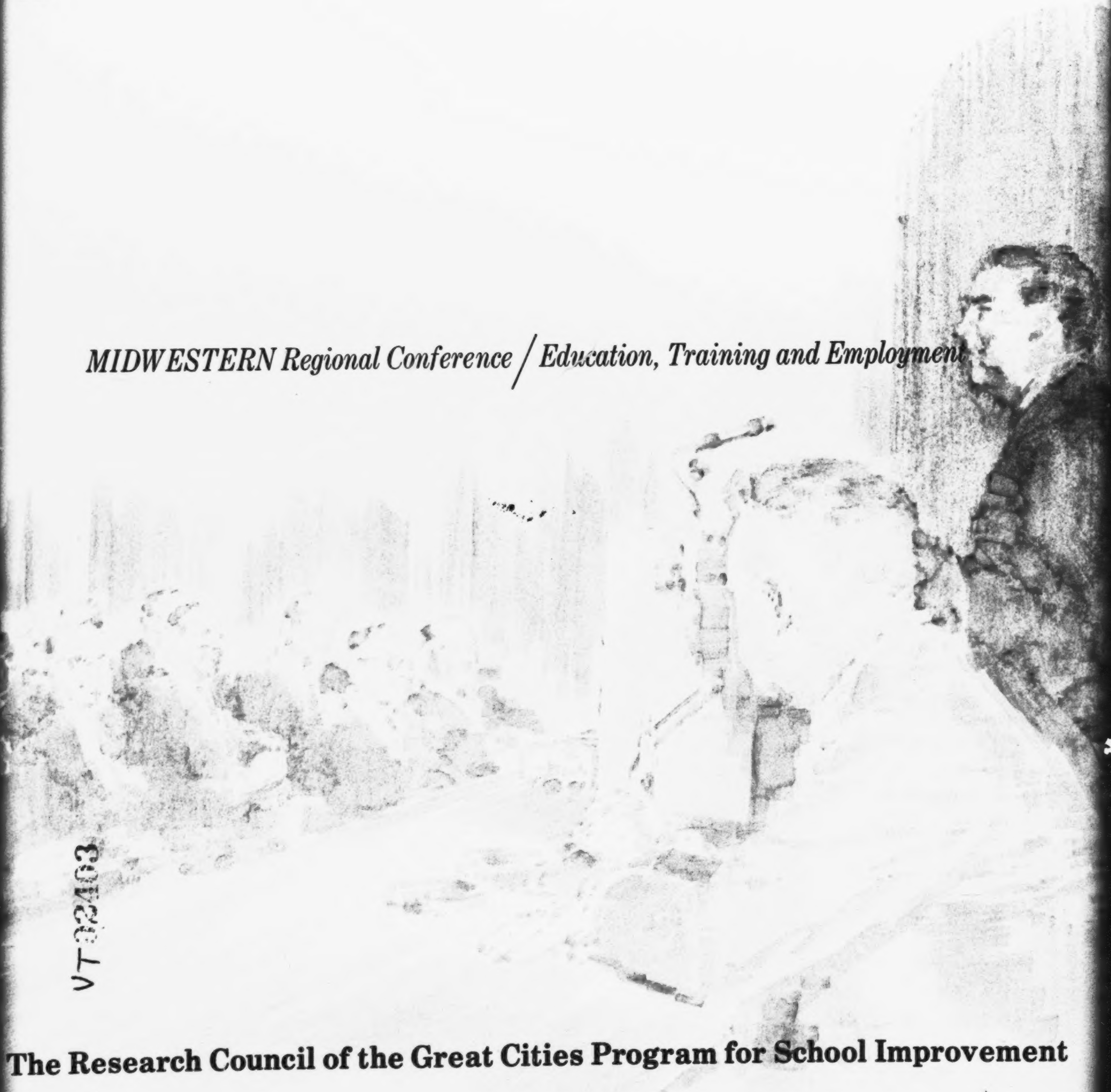
MIDWESTERN Regional Conference / Education, Training and Employment



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The Research Council of the Great Cities Program for School Improvement

Midwestern Regional Conference
on
Education, Training and Employment

May 19, 20, 1966

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THE SETTING FOR REGIONAL CONFERENCES ON EDUCATION, TRAINING AND EMPLOYMENT

Preparation for the world of work is an essential function of any society. Presently, there are many forces interacting which influence emerging new patterns of the occupational world. These forces are especially evident in the large cities of the United States. The development of the large urban complex, continued population growth and changing characteristics, the imbalance between manpower supply and labor market demands, accelerating technological development, and the challenge of automation are illustrative of conditions which have major implications for programs of preparation for the world of work.

Strengthening and improving the quality of vocational education is a subject of increasing interest. To a large extent, this interest has been stimulated by the work of the Research Council of the Great Cities Program for School Improvement. President Kennedy, in 1961, brought national attention to the problems of vocational education, and requested a review and evaluation of existing programs as well as recommendations for improving and redirecting these programs. The dimensions of the problem were outlined in the recent Report of the Panel of Consultants on Vocational Education, for which the Research Council prepared two significant studies: "Vocational Education in the Large Cities of America" and "Education for Tomorrow's World of Work". The culmination of the increased concern for vocational education was reached in December, 1963, with the signing of the Vocational Education Act of 1963. This Act is surely a landmark in the progress of vocational education.

Present day America finds itself in an incongruous position. At a time of unprecedented prosperity, there are few employment opportunities for some members of society. Output and employment have raised to new record levels but unemployment continues to be a major social and economic problem for almost four million potential workers and their dependents. Contributing to this situation is the fact that many people are unemployable because they lack employable skills. There is a great need to equip people with a level of knowledge and skill required for new and different job opportunities. Optimal employment cannot be achieved if workers are idle because they do not qualify or do not know how to meet job requirements.

Of special concern is the unemployment of youths between the ages of 16 and 21. Unemployment in this age group is about three times the level of the total labor force. It is estimated that 1.1 million young people between 16 and 21 are neither in school nor at work. A large portion of this group is concentrated in the urban centers of our country. Unemployment is costly, not only to those directly involved but to the whole society. Not only do the unemployed contribute nothing to the economy, but their impact on the community is felt in increased relief and welfare payments, delinquency, crime, immorality, and indifference. Unemployed young people often raise their children in their own image, and accelerate the cycle.

Compounding the immediate problem of the large number of unemployed youths is the fact that each year of the 1960-70 decade will bring even more people into this age group. While 2.8 million American youths reached age 18 in 1963, 3.8 reached that age in 1965. Further, it is estimated that 60 percent of these young people will not attend college and 80 percent of them will not complete college. This group may not be prepared for any of the professions and will have a particular need for some other form of occupational preparation. If present trends continue, this preparation may not be available.

According to a study by the Research Council of the Great Cities Program for School Improvement, only 3.6 percent of the total pupils enrolled in grades K through 12 in ten of the Great Cities were in reimbursable vocational education programs. However, in public schools outside the cities in states in which these Great Cities are located, only 0.8 percent of the pupils in grades K through 12 were enrolled in reimbursable vocational education programs. These data indicate the greater effort being made in providing vocational education by the Great Cities. Even though this greater effort on the part of the cities is being made, the 3.6 percent represents only 96,064 students of the total enrollment of 2,681,985 in those cities studied.

The ever increasing number of young people, along with a simultaneous decrease in the number of jobs for them to fill, presents a challenge in itself. Two other factors, however, add to the seriousness of the situation. One is the problem of retraining adult workers and updating their skills as the need arises. It has already been mentioned that many of the unemployed do not have the skills needed by today's labor market. Because of increasing technological and scientific advances, it is possible that many workers will need to be retrained two or even three times during their work life. A second factor is the ever increasing demand for technicians and semi-professional workers, those who require one to three years of post high school education.

In order to maintain an expanding economy, provision needs to be made to deal with the problems of preparing young people for their initial work experience, retraining adult workers and supplying technicians and semi-professional personnel. These are not problems which will solve themselves. The solutions depend upon an orderly, concentrated and direct attack at the source of the problems. This attack is deserving of the support of educational and other public agencies as well as private business, management and labor.

Although the member cities of the Research Council have made strides in the implementation of improved practices, and have increased the diversity of course offerings and involvement of a great number of students in vocationally orientated classes, the task ahead is tremendous. It was for this reason that the Research Council sought support from the U.S. Office of Education for the series of Regional Conferences on Education, Training, and Employment to be reported in this and succeeding publications.

The members of the Research Council see the necessity of markedly increasing the activities of the World of Work Program. A major effort must come from the schools, business, industry, labor and government to reduce needless duplication of services and competition among services. There is need to define the functions of all agencies in preparing people for work, in placing them on the job, and in upgrading and retraining.

Business, industry, labor and government generally accept the idea, but need to be helped to more forcefully realize that their goals and those of the schools are similar in their major objective: to make a productive individual of every boy and girl. If this objective is to be realized, coordinating action is needed for all participants: business, industry, labor, government and schools.

Through this series of conferences, the Research Council is providing direction to initiate this action and act as a catalytic agent for continued progress. While the demands of upgrading World of Work Programs are greater than can be met by the resources of any one city, concerted attack upon the problems common to all is envisioned as providing a stimulus to further action on the part of each.

Accordingly, the Research Council is engaged in a research and development program that will mobilize and coordinate the resources of the cities, business, industry, labor, government and schools to initiate action that will have the following specific objectives:

1. Better prepare youth for entry into the world of work.
2. Remove the road blocks which presently bar many youth from taking their place in the world of work at an age when it is normal, important and necessary for them to do so.
3. Coordinate the activities of business, industry and education in the preparation of young people for the world of work, to prevent duplication of effort, and attempt to fill the gaps in preparation programs.
4. Eliminate the present time lag between the identification of new job opportunities and the inclusion of specific preparation programs in the schools.
5. Provide for a specific delineation of skills and knowledge needed for various job responsibilities.

The timetable for approaching these objectives extends over three years. The first Eastern Regional Conference was held in New York City on May 12, 13, and 14, 1966, and was addressed to the theme: CHANGING EDUCATION FOR A CHANGING WORLD OF WORK. Cities which sent delegations to the conference were Boston, Buffalo, New York, Philadelphia and Pittsburgh. These delegations included representatives of business, industry, labor, government and civic groups, as well as school system personnel.

The first Midwestern Regional Conference was held in Chicago on May 19 and 20, 1966, and also was addressed to the theme: CHANGING EDUCATION FOR A CHANGING WORLD OF WORK. Cities which sent delegations to the conference were Chicago, Cleveland, Detroit, Milwaukee and St. Louis. Gary, Indiana, Flint, Michigan, and Columbus, Ohio, sent observers to the conference. These delegations, as those at the Eastern Conference, included representatives of business, industry, labor, government, civic groups and school system personnel.

At a planning session held prior to the conference, delegates from each of the above cities noted that the importance of participation in the conference by community leaders in various areas was of great importance. On the basis of this assumption they agreed that topics for conference consideration should be chosen with an eye to their significance for non-school people. They further agreed that the conference format should provide for interchange among the participants.

Four topics were considered at the conference. Each of them was the subject of a presentation and four discussion sessions. The presentations were made in general sessions which all participants attended. Following the general sessions, each participant was assigned to one of four groups which attended one discussion session on each topic. Thus all participants had the opportunity to express their views on every topic.

The general presentations were intended to stimulate thinking about community action for "Changing Education for a Changing World of Work". The purpose of the discussion sessions was to encourage the articulation of possible plans for action. The ultimate value of the conference can be determined by the future development of local programs which compare today's ideas with tomorrow's reality.

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COMMUNITY COOPERATION FOR MANPOWER DEVELOPMENT

by JOSEPH TUMA
ACTING EXECUTIVE SECRETARY
UPPER PENINSULA COMMITTEE FOR AREA PROGRESS

Mr. Tuma is Manpower Training Representative, United Automobile Workers, with the responsibility of coordinating training programs as they relate to skill improvement and upgrading within UAW locals. Currently he is on loan to the Upper Peninsula (Michigan) Committee for Area Progress where he is serving as acting director.

It delights and honors me to join the Research Council of the Great Cities Program for School Improvement here in Chicago. There might be a question whether I am here to represent those great cities of Michigan's Upper Peninsula, Sault Ste Marie, Negaunee, Marquette, Ishpeming, Escanaba, and Menominee, or Metropolitan Detroit.

I am sure, however, that the desire for education in a world of change is a goal to be achieved everywhere, and the ferment of change in education is producing new and yet unclear relationships—which are not always readily accepted—because of the involvements of the many publics.

My friends from Detroit--or Marquette—will tell you that I among others have almost made myself a nuisance as I move from room to room and shop to shop through those hallowed halls of the MDTA Skill Centers in both cities. Here one observes youth—pushouts—who really never had a chance or knew there was a chance—now receiving training and education which bypass educational methodology of our established teachers' colleges. We see adults in their middle years from both the deep south and the far north—or the core city neighborhoods next door—who both agonize and joy when they learn how to write a word, read a sentence or weld a bead.

But most important, it seems to me, is the experience of those teachers and instructors who are told their job is to correct failures—the failures of their colleagues in conventional education, the failure of their students, and mostly the failure of the public itself over the past two decades.

My subject today is "Community Cooperation for Manpower Development", so when as a layman I become an interloper in the field of education, I am motivated by a curiosity about new and different ways to teach and train, a desire to see the meek and disadvantaged inherit a little piece of our affluence on earth, and mostly to see in them a restored ego and sense of social importance in this terribly complex world. When we talk about the subject of manpower development, we are addressing ourselves to what I believe is the most critical shortage in the next two decades—manpower.

The scientific and technological revolution of the past 25 years has left in its wake vast needs and opportunities of equal dimension, the development in the applied sciences, industry and new economic and social relationships. The fact that the House of Representatives in Congress passed the Manpower Development and Training Act by a vote of 386-0 represented something more than compassion for the poor. It signaled the need for utilizing each American's capacity to the fullest because his skill potential is needed in our economy, because there must be a better way of subsistence than human vegetation shrouded in public assistance, and—I hope—because some of us see in the technological revolution the hope of all men to fulfill their own individual potentials for self expression. Committed to a new form of educational enterprise—a conscious investment in manpower—such persons as Dr. Brownell of the Detroit Public Schools and Presidents Harden and Smith of Northern Michigan University and Michigan Technological University, were willing to gamble their institutional and professional reputations to provide a second chance for George.

This is acknowledgment of past failures along with a recognition of future opportunities. Lesser persons might have reacted as did a union-management negotiating team when they were confronted with an almost unmanageable backlog of unresolved grievances—1500 of them. It was Henry Kaiser who came to the bargaining table—listened to the laborious efforts to settle each one—and finally broke the log jam when he said, "Gentlemen, you do not have 1500 unsettled grievances—you have 1500 opportunities." Well, they were settled—and more important, the same mistakes were not repeated again.

In a sense, we have the same problem—to correct the omissions of the past and to insure now that we will not repeat them again. I wish to briefly describe some of the early characteristics of our—and let me emphasize our—mistakes when we first began in 1962, 1963 and 1964 to gather data on trainees under MDTA.

CHARACTERISTICS OF MDTA TRAINEES—1963-1964

	Trainees Enrolled in:	
Color and Sex	5 months of **Fiscal 1964**	**Fiscal 1963**
White	**75.2**	**76.7**
Male	44.9	51.0
Female	30.3	25.7
Nonwhite	**24.8**	**23.3**
Male	11.8	12.5
Female	13.0	10.8

Nonwhites made up 23 percent of the trainees in fiscal year 1963, approximately the same percentage which they comprised of the total unemployed in 1962. In the period July through November of fiscal year 1964, the proportion of nonwhites rose to almost 25 percent of the trainees. The rise was entirely among nonwhite women who exceeded in number and proportion nonwhite men in training courses, while the proportion of nonwhite males declined in the five months of fiscal year 1964 from the earlier period.

Let us examine it another way—the correlation between neighborhood tracts, low income, low educational attainment and unemployment. There is an obvious parallel among these elements. It is simply this—poor education means poor people, and poor people mean poor education.

That is why, after two decades of neglect, we have MDTA, a new Vocational Education Act of 1963, the Economic Opportunity Act and the Elementary and Secondary Education Act. Equally important is that each of these laws calls for and requires community involvement and participation by laymen.

Now I know that most people do not enjoy working with someone looking over their shoulders, especially a layman whose expertise is shadowed by his enthusiasm and insistence. I believe, nonetheless, that this lay interest can be an "opportunity" rather than a grievance, if we are willing to raise our sights to the mid 20th century and look to our schools as a continuing source of economic and social strength—16 hours or more a day, 12 months a year—and for students ages 4 through 80.

Somehow, we lost the promise of the Northwest Ordinance of 1787, which declared that "means of education shall forever be encouraged". It was this provision that put into motion the idea of the school as a community center in each early township. Perhaps today—almost two centuries later—we can revive the aspirations of our founding fathers and again have our schools serve as the pivot or focal point for genuine democratic participation for our neighborhoods and communities.

If we are to believe that continued training and education are a necessary ingredient—that retraining will occur 3 to 6 times during the normal working life, that leisure should be individually and socially useful, that occupational training should be compensated for as part of our economic investment—then I assert our schools can serve as the real pivot point for the best of community action—as the community's common denominator for democratic participation.

Now I know this does not happen automatically, or just by saying so. All of us, laymen, educators, administrators, are cast into new relationships, not just because of some new laws, but because our society is changing.

It is very difficult to assess these changes, especially when we try to see both the forest and the trees—and when it seems most of the time we're tangled up in the brush. But there is emerging what is known as dialogue—communication, and in some places a wholesome respect and regard among diverse community groups.

I am reminded of a local school situation—not in Detroit or in Michigan's U.P.—where an energetic teacher was considered a troublemaker by her peers because she zealously worked to make Title I of the Elementary and Secondary Education Act mean what it says. She disturbed habit patterns, she upset administrators, she rankled the school board. But the test appears to me—if we are forced to a choice—is it better to have this kind of "troublemaker" or the child who becomes a certain dropout by the time he is in the 3rd or 4th grade?

The capability of industry and labor relating to the educational world and vice versa is illustrated by the polite invitation from a public relations representative of one of the major auto companies when he came to speak to high school senior boys about working at a large nearby assembly plant. He exhorted the boys to have a good general education that provided above all the ability to learn and adapt. He told the teachers the same. So when the boys made application, the first question from the employment office was "What is your work experience?"

This illustrates the dilemma, and also shows up the opportunity. Is kindergarten through grade 12 sufficient? Can we ask industry to define specific detailed steps for youth to enter the world of work? Can education provide meaningful experiences and innovations that bridge the gap to either socially useful employment or economically competitive occupations?

In the last 5 years there have been some success indicators. First, we no longer think in terms of life being separated into four separate packages—infancy, schooling, work career and retirement. Because of the current dynamics of our culture, we are forced to tie together the social life of the individual in tandem with his biological life, and to me the principal key still remains the ego, which in our society still calls for a socially useful occupational identification.

I would like to address myself to the historical equation for a few minutes to indicate our problems.

I am reminded of a communication that came to the union for which I work, about 12 or 14 years ago. It was written on a scrap of paper by a typist who had apparently learned his typing at home. The note suggested that there was a vast technological revolution in the offing; that this revolution would change social relationships and production techniques, and have far-reaching impact on the employment patterns of that decade and many decades to follow.

A first reading of this letter suggested the possibility that it might have been written by a crank. But in fact the letter was signed by the late Norbert Wiener who, of course, is known among university people and other knowledgeable Americans as the holder of the Chair of Mathematics at Massachusetts Institute of Technology. Professor Wiener described in this letter the impact of what he called "cybernetics": the development of mechanical and electronic mechanisms as a substitute for the normal reasoning processes of the human mind.

I doubt that we have come to really know what cybernetics can mean for America. We have yet to find what it will mean in terms of production output, or its effect on our social and cultural economic relationships. There are those who say that automation—which is a simplified form, or at least one aspect of cybernetics—is but an extension of the industrial revolution, the mechanical revolution that came about with and after the Renaissance.

I want to challenge this because I think that, in terms of history, the technological revolution today has a new quality which we have not yet met in the past. Further, I would assert, with the development of cybernetics there is as much change in terms of the energies and capacities that are available from natural and human resources as there was change between the use of muscle and mechanical power during the 17th and 18th centuries. We are now upon the threshold of a new era—the Cybernetics Era. Thus, we are now experiencing things which when related to the normal scheme of production output are sometimes somewhat surprising. If you have had an opportunity to visit some of the newest factories, you have seen what is happening.

In about 1955, our union president went to Cleveland to take a look at the Ford engine plant. There he found that they were turning out an engine block in 14 minutes plus. Thirty years before it had taken 24 hours to turn out a relatively simpler engine block for the Model T made at the Rouge plant. At that time this production time was considered revolutionary. Since then something new has been added. Our president found that where there once had been a series of men operating individual machines, in 1955 there were just two men involved: one to watch yellow lights and one to watch green lights. Some people call them "witnesses". These two men would watch panels, and when the red light would flash they would press a button. When the yellow light went on, they would press another button. This has become S. O. P.—standard operating procedure—in the steel industry, where the processes are equally, if not more extensively, automated than in the auto industry. Today there are machines to cut tools automatically. There is no need for a machine setup man to come in and do that job when the tool becomes dull.

If you don't believe that these changes are forerunners of a new technological revolution, let's remember that in the first sub-orbital flight into outer space from the United States there was a monkey, not a man, in the capsule. I am not suggesting that little Enos controlled that flight, but the fact remains, nonetheless, that he was there. The control mechanisms were sufficiently effective to do the job for him. When Enos came back to earth they put him in his pen and, of course, gave him loving care. When his keeper came to feed him, he saw Enos with a book in each hand—one was the Bible; the other was Darwin's *Origin of the Species*. Enos looked from one hand to the other and said to his keeper, "I'm not sure whether I'm my brother's keeper or my keeper's brother". As my brother, a colonel in the Marine Corps, wrote me, "Take heart, if a monkey can do it, so can a Marine". I think these two anecdotes tell in a rather amusing fashion some of the problems that exist today.

Cybernetics does have an impact, and not only on manufacturing operations. Take for example the professional level. Now it is possible for a doctor to feed symptoms into a computer and get a diagnosis.

John Snyder, late President of U. S. Industries, who testified before the Clark Committee, United States Senate, pointed out that we have a big problem with regard to manpower utilization. "We are faced with finding out how to do nothing creatively", he stated. I am not sure that this is an essential and necessary ingredient in our social relationships. I personally subscribe to the belief that every person should have a job; something socially useful, something that will provide him with a degree of dignity, something through which he can feel a part of the community, something to which he can bring creativity, and of course, something which will provide him with a standard of living that our economy, our production capacity, and our services are able to give him.

The problem is not limited to this country. I might just relate to you that not too long ago an Arabian prince had discovered oil on his land. A large oil company came to drill wells and set up a refinery. When everything was finished and ready to go, out of the goodness of his heart this prince said, "We really ought to try to find work for the people in my domain", to which the engineers offered him an argument. "Well, couldn't they turn the valves on and off" asked the prince? "No," came the answer from the engineers, "they will not be able to synchronize their efforts to meet the precision speed necessary, speed that can best be gained electrically". So, no problem was solved there. Again, I should like to emphasize that our problem is essentially one of adjusting technology to manpower needs.

Nonetheless, we are living in a real world. I don't think that we can change it around that quickly or that easily. There has been an increase in the amount of funds expended by industry for research and development. This increase will range somewhere in the neighborhood of 3 percent to 5 percent of the G.N.P. The figures are hard to measure because we can't agree readily on what constitutes research and development. Nonetheless, we can indicate that vast amounts of the Gross National Product are going into research and development in applied scientific pursuits.

There are some effects that have come out of this thing—some good, some on the immediate horizon that look as though they are having a serious impact upon the problems we are trying to handle. For example, in the field of medical technology—medical science—the male age span has increased from 48 in the year of 1900 to 67 in 1960. Think how this affects the working life or productive years of a man.

In terms of an adjusting economy and an adjusting technology, this simple fact is staggering. Because of an increase in automotive productivity, there are some 55% more autos made today than 10 years ago, with less manpower involved. This is a conservative estimate. The steel industry is even more dramatic in this respect. There has been a tremendous shift in jobs, both occupational and geographic.

With respect to the farm economy, in 1900 about 30 percent of the people lived on farms. Today 10 percent live on farms.

The occupational characteristics of employment have so shifted that now we are largely a nation of service workers rather than manufacturing workers. Manufacturing workers have held rather constant in terms of total number—somewhere between 16.4 million and 17 million—for a long period of time, perhaps eight or nine years. As it relates to the number and the volume of output of goods, the relative need for additional manufacturing workers is diminishing. Service industries are increasing. Certainly governmental, and most certainly local and state governmental employment, is increasing.

Add to these facts that we are experiencing a vast geographic shift. The current census shows that the population center has moved from central Indiana to central Illinois during the last 10 years, some 131 miles. This is quite a shift for a 10 year period. As you go into the Rocky Mountain area, cities such as Denver, Phoenix, Ogden, Salt Lake City, Tucson, Albuquerque, the vast area from Santa Barbara down to San Diego, show evidence of revolutionary change. This is also true of other cities on the West Coast.

Compounded with these enormous changes is the population explosion. Perhaps this is the one thing that cannot be attributed to automation. The events of this decade are staggering. There are 26 million people who will come of age. Allowing for those who become homemakers, but adding those who wish to return to the labor force, and then subtracting those who will retire, there will be a net increase in the labor force of over 20 million workers between 1960 and 1970.

Of all the persons engaged in the lofty profession of scientist, there are today 90 percent living and practising their mysterious work. Eli Ginsburg of Columbia University and Chairman of the National Manpower Advisory Committee, tells us that 50 percent of the jobs existing by 1975 will be those having new titles, new job content and unknown to the work force of 1960. We have not yet answered the more difficult question, "Education and Training for What?" We are helped very little when we sit across from a young man who wants to know how he can plan for the future. It is simple to point out that a revolution is occurring. The difficult job is to help a person relate himself to the velocity of this revolution. But this is your job and you cannot escape it, so I would like to suggest that certain things be done.

The workload that educators, counselors and guidance personnel assume makes it impossible to do an effective job. The ratio, one counselor to 500 students, is not sufficient for even an adequate housekeeping job in discipline and adjustment problems inside a school. We are asking too much of young men and women to make up their minds as to what they want to do in this vast changing world when those of us who are adults and mature cannot accurately assess the changes. Is it any wonder that young people have difficulty finding their place in this turbulent world? Behind all the restlessness on American campuses lies this basic frustration and uncertainty of a new generation cast into a world moving at full speed.

I would like to enumerate several steps which I think are important so that an adequate job can be done in occupational counseling and placement:

1. There must be a close correlation between counselors, vocational educators and the public employment service.
2. We must urge that the U. S. Employment Service provide us with broad and accurate occupational forecasts indicating jobs that are on the ascendancy as well as on the decline. This is an area where even the experts are not specific.
3. Local Boards of Education and local school administrators must recognize that both job preparation and life adjustment are responsibilities of our school system.
4. Expanded school curricula for entering the world of work frequently require a 13th and 14th year of education and this should be available without cost.
5. There should be close correlation between the efforts of school counseling and guidance personnel, representatives of industry and labor as it relates to employment opportunities.
6. A vastly increased amount of funds from both federal and state resources should be made available to meet continuing demands of education and training, and finally, since this calls for more money, we must re-examine the sources of taxes from which this revenue comes.

The archaic concept of property taxes must give way to the idea of taxing incomes either corporate or personal and in sufficient graduated amounts so that our investment in manpower is in consonance with our investment in equipment and machinery.

Let me conclude by describing some of the community elements that can be brought to bear on the factors mentioned above.

In a complex metropolitan area like Detroit, with its "power structures" and "establishments", we have begun, and to an effective degree, to make dialogue meaningful between the schools, the employment service, the city, the community action groups along with labor, management and the churches. This has occurred not just because the Mayor or the school Superintendent has taken leadership. The Manpower Advisory Committee, the TAAP organization, the Vocational Advisory Council, and an army of community forces have been able to identify specific targets around which these publics can concentrate their energies. The Detroit Skill Center, where nearly 2,000 unemployed adults and youth are enrolled at one time, is that kind of target or project.

Our community action centers are beginning to relate to vocational rehabilitation, manpower training, basic education, pre-vocational instruction and pre-employment referral. Public assistance agencies realize the capabilities of others in the community, the anti-poverty fighters realize that other agencies can and should share in this war, the employment service is coming to recognize that referrals must take into account the individual as well as the work station, the neighborhood youth corps is designing activities to serve as a bridge to employment, and schools are beginning to tear away their insulation from the rest of the community.

In Michigan's Upper Peninsula we have a total of some 40 people—professionals and sub-professionals paid by the anti-poverty program. Already we have enlisted in our small army the schools, the extension service, the public assistance agencies, the employment service, the universities and public committees to bring economic and human resource development to this distressed and isolated area.

A relatively small agency, with an annual budget of $350,000 per year, has enlisted some 500 people—actively working together on democratically determined projects to improve the economic and educational profile of the Upper Peninsula.

Ninety-eight percent of our allocation under the Elementary and Secondary Education Act is now approved or in the pipelines.

Over 6 million dollars of public works—some neglected for 25 years—are now awaiting approval in Washington. Training programs involve 12 percent of the unemployed 3,600 persons with placement at 96 percent. A new, exciting Title V program under the Economic Opportunity Act reaches out to 1,000 persons in ADC and ADCO. The universities, the Community Acts agencies and the State Department of Social Services are all playing a significant role. Even the Vista Training Program involves a variety of forces in the Upper Peninsula.

What we are proving is that we can change our man-made institutions as our technology changes. It means, however, that the rigid and insulated role of our present institutions must give way to new relationships that will result in up-grading educational services and giving them new dimensions.

Finally, disagreeable as it might appear, educators should step forward to the lay leaders in our communities and invite—even insist—on their participation in meeting these problems.

Put another way—let's bring their feet to the fire—and call upon them to share in these exciting issues which demand solution.

This is in the best American tradition and may well be the only way the American tradition can be sustained.

COMMUNITY COOPERATION FOR MANPOWER DEVELOPMENT

Discussion Leader: EUGENE BELISLE
EXECUTIVE DIRECTOR,
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Discussions on the topic of "Community Cooperation for Manpower Development" by the four groups successively participating in these sessions tended to focus upon a very few dominant themes, and also to touch upon a wide miscellany of facets. The broad implications of the topic apparently militated against a neat linear progression from definitions to well ordered information inputs to systematic analysis to formulated conclusions, with each group both reshaping and building upon the earlier contributions. Not surprisingly, repetition, fragmentation, constant switchings, turnings and shuntings are reflected in the recordings of these sessions.

But if high verbal activity, manifest signs of strong involvement and some growth toward communication are evidence of group productivity and individual benefit, then the stream of language tracked by the recording has probably left some continuities of meaning with the participants, different than the meanings which would be transmitted by hearing or reading even the entire record. Therefore, cullings from the record selected as significant require some reordering and grouping in order to avoid serious distortion of meanings. The following will at least suggest some of the flavor and emphasis, agreements and divergences, dialogue and dilemmas of the series of discussions.

I. On needs and standards for programs...

1. The question is, do we teach typewriting to the extent that people ask for or perhaps feel themselves capable, and then motivate them to proceed further, or should we say that they either have to learn typewriting up to the standards or we don't teach typewriting? One view is that the whole purpose of manpower development is making people productive in work capacity. There has to be a standard that industry will use, not set by the person who doesn't want to meet the standards.

   Another view is that an investment in education is warranted if people want to learn even if they are not ready to commit themselves, at the outset, to the level of achievement required in the job market.
2. As an adult society, don't you think it is about time we set standards by which we are going to live and standards by which we are going to educate children?

   Education is spilling over into re-training programs in which we do not give up on people because they have had a misspent youth. We give them a second chance and a third chance in terms of their being adult. There is also tremendous economic development in job opportunities. The retraining programs are essential to our kind of society. I think we are a bunch of crazy adults not to set certain standards of procedure and see to it that our children follow these things. If we implement it, it will take money and trained teachers, but this can all be accomplished.
3. What are some of the key problems? What are the key gaps? If we are talking about the technical skills, then language is still the basic one. This is an abstraction, but this is the way we live. Everyone has to be trained to communicate to live in this great technical society. Everyone has to have this ability; they are unemployable if they do not.
4. If we can assume that reading and writing are still the criteria by which people are actually employable, and it takes 20 years for someone to learn to read, maybe it is essential that he go to school for 20 years; maybe you would have to find techniques until he can read. Otherwise, in terms of our present society, he is technologically disadvantaged. He is not going to find a secure place in society until he can achieve those particular skills.
5. In our complex society people are going to survive only if they can read and write, only if they can communicate, and only if they can follow direc-

tions. If they cannot do that, I do not know what we are going to do with them.

But they do survive. They do not die. They remain—whether prepared or unprepared. They are political forces in society and they are social forces. They remain alive. So you cannot take the point of view that they must accept education based on our definitions or industry's definitions of what the standards have to be or get none at all. You have to start where they are.

6. We still find that there are more and more of the general school population that are not taking any math, and that they have been allowed to drift in the general education system.
7. When we talk about standards implicity, we say if a product does not meet with the standards we have to do something with it. What we are really talking about is the development of procedures that will enable students who are not meeting the present standards that are set by society to do so.
8. The entire school system is set up by standards which start by assuming that a child can be made, by one means or another, to go on and learn things that have no particular meaning for him. Standards of success are held forth as a motivating factor. This works for many, perhaps for most of them, but there is a whole portion of society for whom this does not work.
9. We, as a great technical society, can set standards, we can set goals and objectives. Many of these things are obscure to a child, but certainly our educational system can find ways to reach them. It takes a more imaginative kind of program than we have conceived of as yet, but let the adult society determine the standards under which people can live in an adult society, and let us find techniques to solve this problem. We talk about details instead of the great objectives that we should be dedicating ourselves to.
10. You have to use all the devices that we are familiar with to teach people the means of communication. If it is the tools of vocational education, or if industry has to participate to indicate goals for these youngsters who have no vision, it is going to take a massive attack.
11. One of the problems of the undertrained is lack of motivation. However, when the motivation exists, their expectations are often unrealistic.
12. You take a retarded child and train him so that he can succeed in one simple motor accomplishment. You thus create grounds enabling him to go further. Vocational education performs the same function in some cases. Where they may not succeed through the traditional approaches, they may be motivated when the math, etc. becomes relevant from their point of view.
13. Some people, perhaps, cannot meet requirements at all. That is another problem entirely as to whether we are going to continue to let these people live as marginal people, or invent jobs for them; we have not really faced up to that problem.
14. I do not think that the problem can be solved within the traditional framework of education at all; not as we know it. But I think it is a solvable problem.

...not forgetting health as a requirement.

15. Many applicants for employment and many candidates for training programs do not qualify physically. A small percentage of people in secondary level are pulled out who can perform up to certain physical standards. The rest of them have been spectators and cannot pass anything.

    Hypertension and obesity are the two things that are the biggest problems. The medical organization should take a responsibility in establishing standards. Referrals on health problems are often not followed up by the individual.
16. An extended day recreational program has been of help at the high school level. Physical examinations are given to children before qualifying for a program in order to assure their qualification for placement when they finish the course.
17. Poor mental health in an employee sometimes leads to job accidents and absenteeism and sometimes severe compensation cases.
18. Industry needs to be involved in the training program to insure employability. Vocational educators need the backing and involvement of other disciplines in order to solve the problem.

II. On problems of cooperation...

1. Basic information and good communication are necessary if community agencies are to work cooperatively and effectively. The Cleveland information program was effective in this way. Communications must be short but frequent.
2. Cooperation of community representatives may not be creative unless the representatives have something to offer. Cases exist where they have actually represented political pressures and have taken the function practically out of the hands of

the professional.

3. A number of coordinating groups have been established to provide liaison between agencies in which responsibilities sometimes tend to be competitive. Despite this, organization, communication and planning are often lacking.
4. Duplication of responsibility has occurred to the extent that about six agencies now have responsibility for on-the-job training.
5. There are 34 pieces of Federal legislation that deal with training.
6. Task forces have been set up by the White House, including representatives of HEW and the Labor Department, charged with the task of coming up with suggestions to coordinate these agencies and programs.
7. The local Human Development Corporation handles all poverty programs. It has gotten into competition with schools for leadership. They are also in competition with the Department of Health, Education and Welfare. This new setup suddenly has more money and more power than the established, professionally managed agencies.

III. On Advisory Committees...

1. A great deal of work needs to be done before the formation of an advisory committee. One approach might be through businessmen's conferences on education. An informational program is needed in the school from the age of kindergarten on to explain job opportunities, what qualifications are needed, what kind of training, and what responsibilities are involved.
2. The advisory committee looks to the educator for guidance and facts. You cannot fluctuate back and forth with the whims of individual members; you have to gather the information and then you, as the educator, have to come up with a plan and go back to get their support. The involvement of the community through committees requires additional staff, without which the gap between education and the public grows greater.
3. An advisory committee must be oriented before it can be expected to help you.
4. Advisory committees should be organized on the basis of categories of training.
5. The youngster is upward bound if he becomes employable beyond the high school years. He does not necessarily have to go on to college. Of 100 students in the 9th grade only 20 are ever going to finish four year institutions, but a lot more of them could go to two year institutions—the difficulty is the counselor does not know about it. It takes somebody who can face the realism of the situation and who has a feeling for people. This is where the professional bogs down.

...and other devices of organization

6. Administrators themselves should be involved with the committees. Other staff should be capable of curriculum development and otherwise taking advantage of the committee work.
7. A Public information officer should be added to the school organization.
8. A specialist, knowledgeable in law, is needed in connection with the many legal responsibilities, and to take full advantage of the various funding provisions.

IV. On Social and Political Forces and Factors

1. The revolution of rising expectations in a highly stratified society has resulted in the proliferation of agencies, due to the political forces operating to break the crust of custom. Vocational education has been bound by custom, jurisdiction and budget. The adverse pressure of competition by groups outside the profession provides one of the greatest opportunities and challenges for educational leadership. If people within the profession have the most know-how, experience, and creative potential, then they must move out into a very positive leadership, develop the new structure, and make the way of the profession known.
2. The current development of agencies seems to be part of a purposeful movement to break up the restricted structure of professional administration of these programs.
3. We have standards and we have rejects, people who do not meet the standards. They may be dropouts or psychological dropouts, but they are dropouts out of the prevailing culture; they have a sub-culture of their own. One of the main problems is that we do not understand their culture; their culture is generated out of and inter-related with ours. The dominant culture is the template and forge which fashion and form the sub-culture.
4. The problem of rehabilitating people to adapt to the culture has to do with an aspect of long range planning. We have a tendency to think that we can somehow rehabilitate these people to fit the society.

   Society is dynamic and moving. The problem is not diminishing, it is increasing; we are not keeping up with the procession except insofar as our high level employment has reduced the proportions. Even here, the hidden factor of the people who are dropping out of the labor force because they stopped seeking employment is making the statistical picture a false one.

Take another situation: typically, the industrial shift in today's society moves the higher skill jobs further out into the suburban fringe. John F. Kain, consultant to the Rand Corporation, conducted a study on this which points out what was a common sense conclusion, namely, that you create a second job deprivation factor for minority groups merely by the fact that their job opportunities are now even further diminished by this normal process of the urban-industrial society.

You take this factor, you take the patterns of urban renewal, you take the general conditions of the city, you get three prime economic frameworks of our society which, unless you profoundly alter them, are going to be generating a new and larger deviant and deteriorating sub-culture faster than you can rehabilitate people out of it.

You have to profoundly alter these inter-relationships in our country in long range planning. But it is something that comes back to decisions being made in corporation offices today, on plant location and in City Hall on urban renewal developments. These are the things that are providing the primary frameworks that create and regenerate and expand the dropout culture.

5. Because of the ceiling on earnings, a family from the hard core must move out of the public housing development; so you are continuously stripping the Negro community of the Negro leadership, perpetuating the difficulty.
6. We are now in a seller's market where the manpower commodity is concerned, and standards of employment have dropped. If the market gets loose again, employers will go back to more rigid specifications. This is something that we have to consider in our community planning, not the schools alone; it is a joint responsibility.
7. We have to find a way to lead this 20-25 percent of our population to a useful place in society. Already they practically control the way our country will go; they have controlling interest as far as the vote goes; so we have much at stake.
8. We created this industrial society. Everybody is trying to fit into it. They all like the products of it. Even the child who cannot conform would like to have a car and a television.
9. As long as society insists on defending the institution and rejecting the individual, you cannot achieve the change that is the very basis of approaching these problems.

V. Patterns of State and Local Organization

1. Legislation has been prepared in Michigan which funnels all programs through the Department of Labor and then to the division of vocational education so that all training initiated or caused to function is handled by vocational education people. An inter-agency committee is composed of people representing vocational education, the Department of Labor, Manpower Administration, vocational rehabilitation, social welfare, community action, prison commission, and others involved with the development of manpower.
2. Wisconsin, by law, has representative local boards of vocational education, and representative apprentice committees, including equal representation of labor and management, in the given field. This established the setting for a great deal of cooperation. An example was cited where the union of building maintenance workers approached the school to train a number of people needed in building maintenance. These people were recruited from the relief roles, thereby reducing the welfare expenditure and filling a manpower need.
3. The keystone of community cooperation is community communication. Detroit has 172 private and public agencies that are dealing with fields of health and employment and important services. Underway since the ARA in 1962, there is just now emerging a coordinated effort by the people who pull the purse strings. There will be three-man teams representing labor, HEW, and OEO, under the direction of the Department of Labor. A state plan will be developed which will require some cooperation in areas of agreement on the state level.
4. Through the OPC in Cleveland, composed of over 100 charitable, philanthropic and social agencies, you can get almost anybody in a community to cooperate with almost anybody else for something that makes community sense. This is reflected in the vocational advisory committees, and the board of education. By the time a group like that weeds out some of the demands, you are going to have the basis not only for a program that makes a lot of sense, but also a lot of people are ready to do whatever is necessary to make the program work. Concerning the work study programs, people ask, "Aren't you having trouble with employers on

this?" No, we did not have trouble with employers because employers are in on the thing from the beginning. The same is said of labor. OPC in Cleveland has been active for 25 years, thanks largely to the person in charge of it.

5. The Tool and Die Institute in Chicago supplies the curriculum for a night program at the Prosser Vocational School for over 1,000 boys. Ninety percent of the teachers are out of the industry. The Tool and Die Institute is the organization which cooperates with the Chicago Board. Teachers recruited from the industry often have their salaries supplemented by the industry. The boys are selected for apprenticeship by the employer. The first year is a review to bring them up-to-date with what they should have had out of high school. Fifteen to 20 percent of the boys were able to qualify for preparation and are getting jobs. This is partly due to encouragement which raised their level of aspiration in classes which provided opportunity for them to prepare.
6. Distributive education programs in Chicago have increased from 8 to 50 programs in 8 years. This could not have been done without community business and government participation. The Chicago Apprenticeship Information Center has been functioning for 3 years, and not only gathers information but expedites placement for apprentices in all areas. It is an outgrowth of MDTA, Bureau of Apprenticeship and Training and Placement service.

VI. Some facets of experience

1. A job center was located in the Cleveland High School where 15 employers who had jobs to offer got together to interview the entire senior class. It is hoped from employer's interviews that each person who fails to qualify for a job will have some knowledge as to why he was not considered employable.
2. I am highly critical of the building trade. Less than 10 percent go in the front door and 90 percent go in the back door; you have the four year curriculum that is still being required for those that go in the front door.
3. An employment service counselor may be sent to the school to provide placement counseling. Industry will often provide testing services, as in the case of the U.S. Steel Company in Gary.
4. A work study program set up for dropouts started with 50 enrollees and is now up to 275, which is full capacity. A new school building with equipment will provide for up to 500 enrollees. Twelve former school dropouts are enrolled in community college and another 12 girls are enrolled in practical nursing, which is a high school program. Seventy percent of the kids that are in the program are employed full-time by their part-time employers.
5. Programs have been offered for adults where the women were allowed to bring their children along and provision was made for them if they could not get sitters at home. This freed them to do some literacy work and other training.
6. A buddy system is used in St. Louis, in which two individuals are assigned to work together in the literacy program. This system has been successful.
7. A recent study showed no statistical difference between retention, employment and success on the job between a group of dropouts and others in the MDTA program. Tests are used as information only, not as a screening device. Training of dropouts in the poverty program has met with greater success in industry than in the schools.

Fitting note...

People and ideas are the resources. Money may be a limiting factor, but it is not the solution.

...on which one session ended.

VOCATIONAL PREPARATION FOR INNER CITY YOUTH

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Scientific knowledge is available to nations of the world which, if implemented immediately, would have a striking impact on cultural deprivation in the next generation. Planned population control is being given consideration by major world-wide religious groups as well as overpopulated nations. The provisions for foodstuffs adequate to the physical well-being of man are widely considered at international conferences. The development of adequate housing facilities for overcrowded slums and plans for the provision of literacy education for whole populations are among other basic questions receiving world-wide attention.

All of these considerations highlight the efforts of man to provide an improved physical and psychological environment for the optimal development of man. Maslow[1] has sketched a theoretical position aptly descriptive of the concept of the maximal development of man. His premise is that man must have the basic biological needs of hunger, health and safety satisfied before he can progress to satisfaction of the motivating psychological needs of belongingness, love, esteem, and self-actualization.

The dramatic population growth of the 1950's is projected to continue through the 1960's. Department of Labor statistics[2] (1960) show an amazing increase in population in the United States since 1930.

UNITED STATES POPULATION (millions)

Year	Number	Growth Between Decades
1930	123.2	—
1940	132.1	8.9
1950	151.7	19.6
1960	179.8	28.1
1965	193.6	—
1970	208.2	28.4
*1975	Between 226-235	—
*1980	Between 246-260	

*United States Census Bureau estimates.

The accelerating rate of growth has caused speculation on the ability of the country's resources to finance and support anti-poverty programs in the years ahead without weakening seriously other areas of national government activities.

Many writers today are making forecasts of the world of work as it will exist in the next several decades. Such forecasts are relatively pessimistic in their outlook on the immediate future employment of culturally deprived minorities such as inner city youth. Michael[3] states:

> "The numbers of skilled Negroes will increase, as will the opportunities to acquire skills and to use them. But the gap between the proportions of White and Negro skilled labor will increase, too, at least over the next decade for there will continue to be much prejudice in the white community, and large portions of the Negro population will continue to have inadequate standards of performance and motivation." (p. 138)

If the present rate of increase of culturally disadvantaged minority groups living in inner city areas continues, their numbers will increase greatly within the next two decades. It is important to add that

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1. Maslow, A.: *Motivation and Personality*, New York: Harper's, 1954.
2. *Manpower.* Challenge of the 1960's (Supplementary Statistics), 1961. Washington, D. C., U. S. Department of Labor.
3. Michael, D. M.: *The Next Generation*, New York: Vintage Books, Random House, 1965.

these conclusions are valid only if existing conditions continue to operate as they have in the past. The impact of a forceful immediate program planned to reduce family size, strengthen the family as a unit, provide basic as well as advanced education, and improve the living environment of the inner city could alter the status of culturally deprived minority groups significantly in the next two decades.

Viewed in the context of the above paragraphs, the problem of the inner city youth is the problem of society as a whole. The schools, business and industry, and social and political institutions must focus immediately on the problem of the culturally deprived minorities if significant changes are to occur.

What is the role of business and industry, and unions, in their relationship with the vocational preparation and employment of inner city youth?

The Role of Business and Industry

In recent years product prices have remained relatively stable in spite of rising unit labor costs. As a result, profits have been squeezed between steady prices and rising costs. This squeeze has tended to reduce the incentive for business and industrial modernization and expansion. Investment which would open new jobs and provide new opportunities is not forthcoming since there is no reasonable prospect of a profit. Published reports which indicate that profits are the highest in history are misleading since they report dollar volume of profits rather than percent of profits in terms of capital investment.

It is becoming increasingly important for business to hire the most qualified people available. But a youth from the inner city is unlikely to be among that pool.

Management at the top level is interested and concerned about the practical and human aspects of achieving fair employment. The problem they face is reconciling their need to compete industrially in order to stay in business with their desire to assist the culturally deprived.

There are strong forces—social, statutory and regulatory—exerting pressure on industry to mount fair employment practices, and there is evidence that much progress is being made in this direction.

The Role of the Labor Unions

Membership in national and international unions with headquarters in the United States numbers more than 18 million, or about 25 percent of the labor force, according to a 1960 estimate of the Bureau of Labor Statistics. Stein[4] in an article on the expectations of the young worker entering a union, discusses the restriction of entry into unions representing certain skilled trades. He also mentions that racial restrictions exist in some unions. In general, the craft unions have tended to practice racial exclusion but it now appears the practice is diminishing. Industrial unions have a much better record in this area, but locals of some industrial unions have tended to abide by the customs which prevail in the local community.

The trade unions have at local levels tended to slow management attempts at utilizing fair employment practices. It has been reported by the NAACP national labor secretary that there are more Negro Ph.D.'s in the United States than licensed plumbers or electricians. Obviously other factors than union interference are involved in this condition, but a climate of acceptance and permissive action is essential if inner city youth are ever to be trained in skilled apprenticeship programs.

The skilled trade apprentice is a prestige job that has in the past presented a serious entrance difficulty for inner city youth. A Labor Department Bulletin in 1962 pointed out that the youth most likely to enter apprenticeships were already at work in the skilled trades and were most likely to be aware of the relatively few openings which occur.

A second factor which virtually precluded the entrance of inner city youth into apprenticeable occupations was the traditional "father to son" passing down of apprenticeships which existed for several generations in some unions. These practices have now been done away with as the result of recent legislation. Stemming from this legislation has been the establishment of an Apprenticeship Information Center in St. Louis. There are similar centers serving twelve other urban centers. One of the main functions of the Center is to break down the barriers to apprenticeship which have previously existed for inner city youth. The report of progress made at the May 11, 1966 meeting of the Advisory Committee for the Apprenticeship Information Center provides the following data:

	Total Inquiries Applications	**Number Tested**	**Number Failing Tests**	**Referrals**	**Number* Acceptances**
March	485	116	12	115	19
April	289	76	16	56	14

*Number reported to end of April 1966. A number remain in pending status.

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[4] Stein, Bruno: Unions and the Young Worker: Facts and Expectations, Vocational Guidance Quarterly, Vol. 10, No. 4, Summer, 1962.

The Publicity Subcommittee, of which I am Chairman, has been instructed to prepare the material for a feature story for one of the local daily newspapers showing the sequence of events from start to finish which take an inner city youth from the point of application through the various steps to on-the-job apprentice training. The excellent training the young apprentice received in the technical high school will be emphasized in the story.

A substantial percentage of the acceptances for apprenticeship training have been Negro. The report of their progress in training to date is good. Counselors and teachers of inner city youth can legitimately state that the racial barriers to entrance into apprenticeships have been broken. Competence is the criterion used by employers according to union and management members of the Advisory Committee. The climate in the national work force is undergoing dramatic change. The schools face a serious challenge in convincing the inner city youth that the avenue to successful employment of permanence and substance is open to minority youth if only he will prepare himself to satisfy the minimum standards required of all apprentices.

Inner City Youth

An analysis[5] of conclusions and findings of recent writings and research yields the following terms which are descriptive of inner city youth:

a. *Personality structure:*

alienated
anti-intellectual
content- and problem-centered
not abstract or form-centered
lack of orientation toward the future
lacks formal language
lack of self-confidence
feelings of inadequacy
negative self-image
inability to assume responsibility
poor capacity to work cooperatively
poor capacity to adjust appropriately to peers

b. *Intellectual characteristics:*

unable to focus on task over time
difficulty in shifting modes of responses
inability to resist distractions
public language used but not formal language
difficult to assimilate new intellectual experiences
self-defeating behaviors
expectancies of failure
personal unworthiness

This is a formidable list of personality and intellectual deficiencies. How to overcome these deficiencies and develop positive motivation and job attitudes is the most difficult task which faces the great city schools in the next two decades.

Examination of the deficiencies listed under personality structures and intellectual characteristics suggests certain guidelines of behavior for effective and efficient human relations with culturally deprived inner city groups. Teachers, supervisors, foremen and others in leadership relations with inner city youth may obtain useful insights from the analysis and study of the following list of behavioral guidelines extrapolated from our analysis of personality and intellective findings.

Behavioral Guidelines

1. A consistently friendly approach.
2. Keep instructions simple, direct and immediate and centered on immediate activities.
3. Repeat instructions and give periodic checks to see that they are being followed carefully.
4. Initially, carefully guide and reinforce desirable behaviors with immediate rewards. Intermittent reinforcement should be gradually introduced. Constant praise or reward is not as effective over time as is intermittent reinforcement.
5. Develop more adequate ability in language skills. If necessary conduct special sessions. Make sure that all words used are understood by the recipient.
6. Do not place too much emphasis on future possibilities. Emphasize the rewards present in the here and now for desirable behaviors.
7. Be alert to stress in minority groups of culturally deprived. Attempt to provide built-in stress relievers which will reduce conflict situations.
8. Do not provide task instructions which are comprehensive and require continued understanding over time. Rather break the task into smaller units administered at efficient periodic intervals.
9. Expect defeatist and negative attitudes which must be adroitly handled to maximize optimal

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[5] Whiteley, John M. and Wientge, Kingsley M.: Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth. Final Report, Part II. University College Research Publications, Number 8, October 1965, Washington University, St. Louis, Missouri.

performance from the culturally deprived.

10. Be objective, firm, and fair. Hold to standards of performance which are consistent.

The list of behavioral guidelines are only suggestive for leaders of culturally disadvantaged minority populations in school or work situations. Some may disagree with some of the implications and wish to modify or add new ones. This procedure is, of course, very desirable. To stimulate those who work with disadvantaged minority populations to study and analyze the personality and intellectual domain and think through the dynamics of relating to the culturally deprived is, of course, a desirable aim.

The Inner City Family

Let us move now to the contemplation of the environment in which the inner city youth lives insofar as it affects his relationship to others and to his outlook toward work. The most important unit in shaping the life of any child toward adequate development and growth to maturity is his family. I need not tell this group the status of the family in the inner city. It is essentially a matriarchal society. The mother tends to hold the family together for the father is often not present or is an uncertain visitor. The families are large and the opportunity within the family abode for a place to study, to read, to learn, is rarely present. The crowded conditions create a noise level which some researchers point out causes the inner city child to shut out external noises and exist in a sort of non-hearing vacuum. A program of adequate vocational preparation for inner city youth must functionally attack the problem of strengthening the family unit. One of the programs presently being carried out in St. Louis is aimed at developing family involvement with the educational needs of sons and daughters in the inner city.

It developed from a three-week workshop I directed last summer for counselors and educators concerned with education, training and employment of minority youth. One full week was spent in industrial visitation. Several of the outcomes of this workshop are pertinent. I should like to read a memorandum prepared by James Richardson, a counselor at Vashon High School in St. Louis, who attended the summer workshop. The workshop was designated the Plans for Progress Workshop because it was financially supported by eleven large employers who were members of the Metropolitan St. Louis Plans for Progress Companies, a voluntary industrial organization under the President's Committee on Equal Employment Opportunity.

Vashon High School
PLANS FOR PROGRESS CORPS

We, the institute of Plans for Progress, toured many a well-organized industry, listened to many a well-defined lecture, ate numerous well-prepared meals, and drank endless well-made cups of coffee. When the six of us emerged from this educational as well as business venture, there was still in the back of our minds a feeling of inadequacy and a challenging of thinking. A cry of how to extend this meaningful experience into our place of labor was evident. We had to ask ourselves what could we do and what way could we go about involving others to our way of thinking. A brief meeting was called and faculty members were fired with the desire to motivate and to inspire these no-caring students.

In the midst of our problems we knew there were ways to change some of the attitudes of no-caring parents too. A committee of members went to the homes of parents to inform them of the plans by which the teachers corps wished to enrich their children's lives. Once the parents were made to realize that the teachers had not come to discuss problems of discipline, they too were willing to share in the program. Group meetings were called in neighborhoods of the parents in order to solve the problem of transportation. The parents thus made their contribution to the corps program by making aware their desires and anxieties for their children.

In the school life of these students the Plans for Progress Corps felt there was a need for self-improvement in the cultural area. A club was organized to introduce the advantage and opportunity of being well-rounded and well-groomed persons. A need was seen too for providing some worthy leisure noon-hour program. A recreational program was set up to have games of both mental and physical talents exhibited. Volley ball, ping pong, chess, checkers, and other quiet-type activities were organized to occupy this free time.

Without the teachers making home visitations, organizing activities, giving up parts, if not all, of their lunch periods, a program of this spirit, nature and interest could never have existed.

In the short period of time that the corps has existed there has always been the awareness of the task ever before us. Out of these many projected ideas has grown a mutual feeling of oneness.

That the Plans for Progress evolved out of this institute is self-evident. That the teachers corps real intent grew out of the philosophy and attitude of a group of people who have become a part of the social revolution is demonstrated proof. The corps has not tried to get the people out of the slums, for it has realized that the slums must come from out of the people.

James Richardson
Co-chairman

January 15, 1966

I suggest that the Great Cities School Improvement Program implement and support more programs of this type. Their benefit and impact on the vocational preparation of inner city youth can be very great.

It is essential that counselors and teachers working in the area of vocational and educational preparation of inner city youth have close and reliable contacts with representatives of business and industry so that they can obtain needed information about job requirements and prospects. In the same manner representatives of business and industry need contacts with teachers and counselors in the schools which have substantial populations of minority youth groups from depressed areas. The exchange of information and the understanding which is derived from such contacts contributes much to the development of motivation and skills appropriate to entry occupations in business and industry.

The experience of the participants in the Plans for Progress program was beneficial. Contacts with the counselor-teacher group and business and industrial representatives since that time have indicated that favorable attitudes have been developed. It is hoped that these beneficial human relations will be continued and strengthened over time. The spirit and the letter of the Plans for Progress concepts can be kept alive by utilizing these established communication channels—the end goal being the successful assimilation of inner city youth into bona fide employment situations of substance and permanence.

Development of Teachers

I recently asked a Negro youth who graduated in 1965 from an inner city high school what I should say in Chicago to this group as the most important need in the vocational preparation of inner city youth. His answer was simply "Change their attitudes." A simple three word answer that speaks volumes. He further elaborated by saying: "You know, many of these kids don't have anybody at home to encourage them to go to school or stay at school. Their parents are not interested—you've got to do something to get the parents interested in wanting these kids to go to school and to stay in school and accomplish something. After all, all they are doing now is being like their parents." I asked, "What do you mean?" He answered, "Well, the attitude of the kids I went to school with was simply this—'Well, I know my own parents,—often he doesn't know who his father is—never amounted to much, I mean, they never had a good.job, and neither did their parents before them, so—that's what I'm gonna be like, so what the heck, why should I study'."

This is a deeply ingrained belief handed down from generation to generation. It requires superb and dedicated teachers to change such deep-rooted convictions. Yet the kinds of behavior that the inner city youth responds to are often not present in many of the teachers found teaching schools in inner city programs. A great amount of effort is needed to determine the qualities teachers need in the classroom in order to reach the inner city youth. Some writers have suggested that the teachers should be Negroes because the Negro understands the problems of a fellow Negro much better than the White teacher. Others have suggested that the teachers should be predominantly male because of the lack of the male or father figure in the family situation. However, none of these suggestions have been validated by adequate research analysis. I would like to propose another procedure to the Great Cities Research Council.

Briefly, the plan is to seek out a small nucleus of master teachers of inner city youth and to extrapolate from their self analyses the make-or-break qualities of superior teaching of inner city youth. It is anticipated that the master teachers as a group can agree on a compendium of ways and means which can be passed on in a formal guide to aid less gifted and/or inexperienced teachers. John Dewey, in describing the gifted teacher has written:

> ". . . beneficial consequences extend only to those pupils who have personal contact with such gifted teachers. No one can measure the waste and loss that have come from the fact that the contribution of such men and women in the past have been thus confined, and the only way which we can prevent such waste in the future is by methods which enable us to make an analysis of what the gifted teacher does intuitively, so that something accruing from his work can be communicated to others."

There are three steps in this proposal:

1. Identifying Master Teachers

   It is first necessary to define the term Master Teacher. The master teacher in the sense used here is a teacher of much experience in teaching who has an established reputation for teaching excellence with inner city youth and is highly regarded by fellow teachers, students, and administrators. There are only a few teachers who meet the extremely high standards of the concept master teacher.
2. Conference for Master Teacher Consultants

   The next step would be to bring the master teachers together in one or two weekend conferences to hold an intensive and exhaustive group discussion and analysis of the characteristics of the gifted master teacher. All discussions would be taped and transcribed. In addition to the group of teachers two researchers would be present in the role of participant-observers. The participant-observers would function as catalysts to spark the discussion when needed and eventually to draw together out of the total discussions an end-product, which would serve as a discussion guide for future seminars on teaching of inner city youth as well as a suitable self-guide for individuals interested in improving their teaching competencies.
3. Seminar for Master Teacher Consultants

   Following the opening conferences a seminar series of four to six monthly meetings are proposed in which the master teachers would serve as consultants in reviewing, modifying, and revising the draft copy of the guide which would have been put together by the participant-observers from notes, recollections and the transcript of the tapes taken at the initial conferences. All discussions at the seminars would be taped and transcribed.

   The transcriptions from the conferences and the seminar, would later be classified by content analysis, using standard procedures[6], to determine if this process of analysis would disclose significant generalities. Categorizing of statements is one of the major concepts of content analysis and as one reads through a transcription it is possible to categorize statements into one significant category or another and perhaps to arrive at findings of a quantitative nature that support the qualitative report of the participant-observers.
4. Guide for the Instruction of Inner City Youth

   The end product developed from the conference proceedings, the subsequent seminars and the content analysis would be a document designated the Guide for the Instruction of Inner City Youth.

Counseling the Inner City Youth

Effective counseling and guidance for the inner city youth has much to do with his vocational preparation. There are two areas that need careful scrutiny: counseling in the elementary school and counseling at the secondary school level.

In the elementary school it is the 7th and 8th grade teachers who exert the greatest influence on the vocational decisions of the elementary graduate. The Director of Vocational Education in one of the Great City school systems voiced his concern over the fact that too often the attitudes expressed by the 8th grade teacher influence the able graduate away from attendance at the vocational high school. The Director of Counseling and Guidance in the same system corroborated this and illustrated the point with a case history of an 8th grade boy who wanted to attend the technical high school and learn a skilled trade. The 8th grade teacher consistently and adamantly tried to talk the student out of his plans even though the plans had been discussed with his parents and approved by them. The harried mother finally took her plea to the central office to request relief for her son from the pressures being exerted. The boy is currently enrolled in the technical high school, making excellent progress and well satisfied with his career plans.

At the secondary school level I have recently listened to tapes of counseling sessions with inner city youth. There are vast differences between the recorded interchange in such sessions when contrasted with tape recordings of counseling sessions made in the typical suburban secondary school.

I would, therefore, propose that in the same manner as suggested above for tapping the resources of master teachers, a similar plan be developed for capitalizing on the talents of the gifted counselor of inner city youth at the elementary and secondary level.

Bricks and Mortar

I have delayed until the last section of this paper any consideration of the bricks and mortar aspects of vocational preparation of inner city youth. There is great need for adequate buildings and equipment strategically located to prepare inner city youth for jobs. However, before fine equipment and buildings can fulfill their function students who are to be instructed must have the desire to learn and be amenable to training not only in job skills but in the behaviors required for successful performance in business and industry.

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[6] **Festinger, L. and Katz, D.: Research Methods in the Behavioral Sciences. New York: Dryden, 1953.**

The omission of any reference to the numerous programs springing up under the canopy of the Human Development Corporation is deliberate. These programs are catalogued in several publications. They are many and varied. Their appraisal would require much more time than can be devoted in this session or in this conference. However, an ongoing systematic evaluation needs to be carried forward. Each of the large city systems should, through their research and development divisions, attempt continuing evaluations of the anti-poverty programs now mushrooming in their communities. Not from a defensive rationale, but rather from a supportive rationale in which the schools are attempting to ascertain what is working and what is not working, not only in the vocational preparation of inner city youth, but also in all matters properly coming under the purview of a Great City educational system.

Any system of evaluation requires criteria or yardsticks of measurement. I would suggest the following criteria based on the material presented in this paper for the systematic evaluation of educational and work programs proposed or in operation for the vocational preparation of inner city youth.

Criteria for Evaluation

1. Are the intellective and personality deficiencies of inner city youth recognized and compensated for by adapted program content and instructional methods?
2. Are planned measures to inspire and instigate desirable attitude changes articulated meaningfully and systematically in the program?
3. Have factors of monetary and other material awards been determined to provide positive reinforcement to motivation?
4. Has adequate consideration been given to possibilities inherent in the program to strengthen and improve the family unit?
5. Does the plan provide ways and means of bringing about positive changes in the living environment of the home?
6. Have the instructional staff or group leaders been selected because of demonstrated competency to work successfully with inner city youth?
7. Are plans developed or implemented to provide continuous inservice training to those who work in close relation with inner city youth?
8. Have the essential channels of communication between the inner city youth and business and industry been established and kept open?
9. Are there built-in provisions which provide for a systematic evaluation over time so that a feedback of findings can be made into the program with resultant changes and improvement?

Schools of the Great Cities face a tremendous task in marshaling their resources to cope with the vocational preparation of inner city youth. In the city of St. Louis, 35 percent of the population is Negro. Sixty-five percent of the public school enrollment is Negro. Many of them suffer some degree of cultural deprivation and are residents of the inner city. Similar populations of Puerto Ricans, Cubans, Indians and Mexican-Americans exist in other urban areas. The future of the country will depend on how well the Great Cities schools meet the challenge of the vocational preparation of inner city youth.

VOCATIONAL PREPARATION FOR INNER CITY YOUTH

Discussion Leader: ROBERT M. REESE
PROFESSOR OF EDUCATION,
OHIO STATE UNIVERSITY

The vocational preparation of inner city youth, although generally accepted as a critical need, can only be accomplished through community-wide efforts. The many identified weaknesses of these youth, such as unsuccessful school experiences, absence of any work experiences, little or no vocational guidance or orientation to the work of the world, and a general defeatest attitude, all contribute to the difficulty of reaching these young people with vocational education.

The experiences of many local communities, however, tend to prove that vocational education may very well be the entering wedge to increased general educational development. If these youth can see first hand that they may not only earn a limited amount of income while enrolled in vocational education cooperative programs, but that they can become producing members of the community and accepted as dignified persons, their total attitude frequently changes. These individuals must be shown that an opportunity does exist for their particular talents if developed.

The public schools must accept the primary responsibility for these youth. The pressures for a one-track college preparatory educational program have developed the feeling of failure and inferiority in many non-academically inclined youth. If they could not keep up or were not interested in the academic program offered, they were merely ignored.

A democratic society such as ours can no longer tolerate this tremendous waste of its manpower resources.

The Report of the Panel of Consultants on Vocational Education, *Education for a Changing World of Work,* recommended consideration be given to this problem. In that section of the report titled, *Youth with Special Needs,* there appears the statement:

> "A substantial number of students in the Nation's schools need special assistance in order to enter the labor force successfully. These young people have a wide variety of needs which must be taken into account before they can enter and continue to compete successfully in the labor force. Some simply are not motivated to think about the kinds of work they will do. Others have learning difficulties; they cannot keep up with the majority of their classmates and have few opportunities to participate in something worthwhile in which they can succeed. Still others have emotional or physical handicaps which create employment problems."

The following statements represent the opinions and reactions evolved from the discussion groups. These groups were composed of representatives of management, labor, business, education, local, state and Federal governmental agencies, and community groups.

1. The changing of student attitudes at elementary and secondary level must occur in order for vocational education to accomplish its goals. Before vocational education can be provided for inner city youth, these youth must be able to profit from a different kind of basic or general education.
2. The crux of holding some young people in school is the fact that we must find some way for them to make a few dollars. Their having a few dollars in their pockets at the same time they attend school seems to be one answer. They do not seem to be interested in having a job that pays a lot of money, neither are they saying that they are not interested in school. I believe that they feel the need for both.
3. I think we in industry need to know some of the immediate goals of the inner city of youth—not necessarily from a long-range point of view.
4. I think somehow educators need to more effectively present to industry the story of the school's objectives, plans, and concerns for youth.
5. I am beginning to see that a good adult education program in the inner city can be a leveler. It would appear that the key may be to change the attitude of the parent and other adults in the community in order that progress can be made

with the youth of the inner city.

6. The poor family's attitude affects their children. The absence of objectives or goals on the part of these youth, coupled with a lack of feeling of dignity, is a definite problem. The absence of work conditioning may be serious since many inner city youth have had few chances to do constructive things in either the home or in the community.
7. Another problem is that many elementary school teachers think only in terms of scholastic problems. They talk to parents about particular problem situations and not of commendable things the youngster may have done. Elementary teachers too often have a very narrow view of the world of work. They may be knowledgeable of too few occupations outside of teaching, law and medicine.
8. Vocational educators should insist that industry provide appropriate and reasonable selection qualifications at the various entry job levels.
9. Vocational educators have a real contribution to make in the development of the general education experiences for the school clientele. The vocational educator should begin to be very concerned with not only the reading, writing and mathematics experiences of the 10th and 11th grades, but also of the 7th, 8th and 9th. A real contribution can be made in working with the curriculum and the kinds of experiences needed by youth in the elementary school.
10. I think that somewhere along the line the schools have to do a better job, particularly in the inner city schools, of giving stature, status and respectability to the skilled and technical occupations. The result will be a better attitude and better application of these people to vocational preparation and perhaps an improved performance record.
11. One of the things that we ought to stress in all of our educational institutions is the dignity of the individual. Too many people cannot recognize their place in our complex society. I think it is necessary to indicate that if one is doing something useful to society, he has dignity.
12. One of the most important things that industry can do is to critically re-evaluate the criteria for the selection of their employees.
13. One study of hospitals and other health agencies pointed out two things—people can perform successfully at the lower range of ability if given an opportunity to succeed, and there is an under-employment of people of average and above average ability. If individuals can be upgraded to jobs commensurate with their abilities, lower level jobs will be freed for people with less ability.
14. It would appear that our problem remains pretty well solved as long as our economy can run in high gear. I'm very pleased that in many instances we are working ourselves out of a job in Detroit, particularly with our special youth program. The employment situation is so good that we have many vacancies in our vocational and technical schools.
15. One company has a vestibule school which permits school youth to be taken into the plant. The school must release them and they bring them right into the machine shop school for a school year. The company's objective is to expose these young people to the shop and motivate them to become interested in industry.
16. Vocational educators traditionally have been pretty preoccupied in evaluating themselves in terms of how well they have developed skill in a person and they may not have given enough thought to their role in developing the self-concept of the individual.
17. Too many employers are seeking high school graduates who possess a good basic education. The graduate should be able to read well, follow instructions, possess a good basic understanding of mathematics and know the rudiments of science, yet they employ those who can perform some required skill.
18. Greater stature must be given to vocational education and skilled trades in order to create a greater interest in vocational education by parents and students.
19. Inner city youth generally do not believe that work opportunity awaits them after graduation. Vocational guidance must start sooner and make a greater impact upon them.
20. Adult education must be practical. It must have a real reason to exist today. We try to work on this in several ways. First, of course, is self-improvement; second is how they can help their own children in school. The majority of our enrollees bring their child's homework to school so that they will know how to help their child at home.
21. The 18 year old is still accessible. He has excitement in him. Persons of 35 and older have been knocked around longer so that our work must be more in terms of giving hope.
22. We need child care centers, plus an elementary school, and a high school that both adults and

young people can attend. Under such a plan we will be able to not only work with the vocational deficiencies of the individual, but we can also begin to work with the total family and changing family attitudes. One of the most important factors that we find in adult education is that it can affect a family attitude.

23. I think that one of the best things about the school is that it can draw people from different communities, thus providing youth with a broader view of the world. Students can see that persons from every area of the city have many of the same problems.

PREPARATION FOR THE WORLD OF WORK—WHAT THE SCHOOLS SHOULD DO

by HAMILTON E. LOVING
VICE PRESIDENT OF PERSONNEL
WISCONSIN TELEPHONE COMPANY

Mr. Loving is Vice President of Personnel of the Wisconsin Telephone Company. Mr. Loving joined the telephone company in 1934 and has served them in various capacities in the East and Midwest. From 1962-1964, Mr. Loving took leave from the telephone company to serve as deputy director of the Libyan Mission of the Agency for International Development of the U.S. State Department. Among community and civic groups to which Mr. Loving belongs is the Advisory Committee for The Milwaukee Voluntary Equal Employment Opportunity Council.

It's a pleasure and an honor to be here with you today. The work of this council is clearly a constructive force in today's educational research. Indeed, the fact that those responsible for today's educational process are engaged in such critical self-analysis is a healthy sign.

The approach to this particular project in the field of vocational education gives promise of a prompt identification of the problems with an evident desire to follow through by commitments to action. All of us, whether from business, labor, government or the schools, must share in the responsibility. In particular, as a businessman, I welcome this opportunity to engage in a dialogue with educators and other professionals who are determined to search for ways in which we can more fully utilize the human resource and, at the same time, provide opportunities for greater personal satisfaction to individual workers.

I am pleased to note, too, the breadth of the concept to be explored as typified by the title of the opening presentation this morning "Community Cooperation for Manpower Development". The use of the term "Manpower Development" helps to overcome any tendency to limit the considerations to specialized skill training. At the same time I think your program chairman may have opened the door just a bit too wide when he asked a businessman to pontificate on "What the schools should do". While some of my remarks may suggest that I have taken full advantage of the "open door", let me say at the outset that my main objective will be to try and identify critical needs and to point up certain shortcomings from the employer's point of view. I would then be ready to leave to this group decision as to what the schools might best do about it. This isn't to say that the businessman has no further responsibility. On the contrary, I think that there is much that industry can contribute and I hope that I can demonstrate to you that employers do stand ready to share in this responsibility.

One further qualification is in order concerning the critical nature of some of my comments: It does not follow that the schools are the only institution that can supply remedies. In many cases the educator is doing the best he can under the circumstances. Obviously the home, the neighborhood, the church and other social agencies have an important bearing on this "development of manpower", particularly with respect to attitudes and motivations. But the greatest progress toward our objectives can be made by setting our goals high and, in effect, reaching for the ideal. In the process, we will surely discover many things that both of us and these other institutions, as well, can do.

Before getting into a more specific discussion of areas in which businessmen and educators might reach greater accommodation, I would ask your indulgence while I make a brief appeal as an advocate of business and the free enterprise system. I do so for a number of reasons: (1) We need to remind ourselves from time to time that this country's productive capacity and resultant standards of living have reached the present high levels through the basic framework of a free market economy characterized by individual choice and the profit motive. (2) Enlightened businessmen have for sometime recognized a social responsibility that enters into their decisions.

An article in the current Harvard Business Review deals with this matter and lists some 30 recent books that bear on the topic of "Business in Society". Theodore C. Sorensen, former aide and confidant of the late President Kennedy, commented in a New York speech recently that "the modern corporation has evolved into a social as well as an economic institution with concerns, ideals, and responsibilities which go far beyond the profit motive".

I shall not belabor this point but, as one example, I like to think that some of the voluntary efforts of employers in the field of minority employment spring from the businessman's desire to do something constructive toward the solution of a national problem. These efforts are "good business" from the various standpoints. One is that new sources of manpower must be found to meet current shortages; another is that minority groups represent an increasingly larger market for consumer goods. But, apart from such immediate financial motivations, I think you would find a sincere belief that employment and steady income offer a beginning to the solution of other social problems of minority groups. Clearly, too, the community will benefit if steady progress is made in this area and if strife and violence can be replaced by incentive.

I know that a number of the cities represented here have merit employment councils of one kind or another, but I can speak more knowledgeable of the one in Milwaukee which I believe was one of the pioneers in this field. It is known as MVEEOC, which stands for Milwaukee Voluntary Equal Employment Opportunity Council. Of particular relevance to our discussion today is the fact that I am confident that the presence of this organization has helped to draw the Milwaukee employer and the school officials closer together. This is most evident in contacts with the school guidance counselors with whom several projects were carried out in the past year.

But to return for a moment to my thesis on the free enterprise system, I would like to offer a viewpoint that I think bears on the motivation a student may have to enter this "world of work." There are real, personal satisfactions to be found therein by the individual. The business life is not always dull and routine where one has to be a conformist. On the contrary, creativity is one of the principal ingredients in finding new and better ways to effectively serve human needs and wants. This is what most businesses are basically trying to do. Of course, any large organization requires a certain amount of discipline but the innovator will be well rewarded both financially and by a sense of social accomplishment.

Why spend all this time in extolling a philosophy about the business system—or the "world of work?" My main purpose is to reemphasize that there are attractions to entering the business world—and for many in doing so right out of high school. I sometimes wonder whether these satisfactions are adequately understood by the students, or even by the guidance counselors. There is so much publicity these days about the fields of service with a direct application toward helping our fellow man—such as teaching, nursing, social work, service in the Peace Corps, etc.—that it is easy to overlook the fact that other pursuits also have their rewards.

I can best illustrate my point by talking about a long distance telephone operator. In the course of one day's tour of duty she may be providing successive connections that will help relieve suffering for someone needing medical attention, that will let a happy new father report the birth of a child, and will enable a caller to reach a distant party to get a needed job. All business occupations do not have quite the same direct service overtones but it takes only a little imagination to find a bit of human interest and sense of accomplishment in most jobs in business.

In short, I am simply asking that business get "equal billing" with some of the other careers. If the image of business is unduly tarnished, it should be put in better perspective. Whatever is done to better prepare students for the "world of work" must begin with the attitude the students have toward such a career. I am not at all sure we have done enough to convey what business has to offer in satisfying the individual's inner wants and in making him aware that he is a part of an institution with a social purpose.

Let us examine some of the specific areas of concern about the quality of job applicants as viewed from the vantage point of the employer. At a time when our economy continually makes increasingly sophisticated demands on our national work force, we in business are confronted with a number of disquieting elements which have evidenced themselves in the labor market. To know what must be done to effect a cure, we must first inventory the ailments. The businessman must ask questions about his employment and training difficulties. Here are a few that pertain to the main problem we are discussing:

1. Why can't job applicants understand basic instructions in a testing situation?
2. Why is spelling yet a formidable hurdle for a graduate of one of our high schools?
3. Why does a student recoil in surprise upon learning that business regards 20 or 30 days of school

absence per year as an indicator of inadequate employee responsibility?

4. Why does it surprise the applicant that business has difficulty placing the youth who is indecisive about a career preference and merely takes the position he will do "anything for a living."

These and many more "why's" could be asked at this point. It is clear that we currently face a vocational dilemma which is characterized by many unfilled jobs and an equal number of unqualified applicants. To further our solution to this dilemma, let us look at some of the elements in the school program.

I think one major concern relates to a balance in the secondary school curriculum between what is sometimes called "general" education on the one hand and "vocational" education on the other. But these semantics may trip us because the term "vocational" education can have a different connotation to different people. Broadly, of course, all education that is in preparation for a job might be termed "vocational", but more often the term "vocational" education, connotes specialized skill training, practice at machine or bench and the development of manual dexterity suited to particular trades. I sense a trend to greater emphasis on training of the type embraced by this latter concept, and, frankly, I find this disturbing.

In our own business, for example, we find a need for a better "general" type education or, to put it simply, a firmer grounding in the 3 R's and basic sciences. We need individuals with a capability to assimilate on-the-job training and not someone who has practiced a particular work operation until he can perform it by rote. To some extent our business may be unique since there is only one telephone company in each community and we have traditionally trained our own craftsmen and operators.

However, this matter of balance in the curriculum and proficiency in the verbal and mathematical fields is a common topic among other personnel men of my acquaintance. One of them, a large employer of men who work in shops as welders, machine operators and similar jobs said to me recently: "These applicants should know the 'why' as well as the 'how' ",—and added—"The value of the importance of good performance in mathematics and English and the beginning sciences does not seem to be getting across. Many high school graduates who come to industry are very weak in these areas".

A telephone associate recently pointed out to me that one of the important attributes of a good telephone lineman is his ability to read and interpret written instructions. Every line truck carries a set of practices and procedures consisting of three volumes totaling some 1500 pages. To use these effectively, requires among other things, a basic understanding of geometry and the ability to understand circuit layout sketches. In fact, the lineman very likely will be operating a piece of equipment valued at $20,000, such as a digger or an aerial lift which will have its own set of instructions that he must understand. Thus, it is not just enough for the lineman to know how to climb a pole or how to join wires. He must also be able to use such skills intelligently.

Continuing with experience in our own company, I can be more specific as to some of the weak points in the educational base as we have seen it. Spelling, grammar and low reading comprehension levels are evident weakness in many youngsters today. High school graduates, deficient in these elementary items, cannot become conversant with modern day technology if they cannot effectively utilize training made available to them. Adequate remedial aid for such students is obviously a need. Even if some of these skills have not been acquired at the primary school level, it is not too late to do it in the high school. The goal should be to take all reasonable steps to make these students employable.

I believe more attention must be devoted to educational programs which stress and develop the thought process. Again, rather than enlarge the "how to do" capabilities, ways should be found to better prepare the person to think. Graduates should have the ability to apply to their jobs the knowledge gained from the educational process.

As a corollary it is essential that the schools condition their students to be responsive to change. It is important for them to realize that change is not merely a thing to cope with or adapt to but is essentially an opportunity. The present "computer revolution" is a case in point. Dramatic changes in the operations of many businesses are taking place. The employee who is able to embrace the new concepts and apply his talents accordingly will avoid frustrations and will more readily achieve his goals. This is not only the viewpoint of a businessman. Irving Adler, noted scholar and teacher, writing nine years ago on this subject said, "A narrow, specialized vocational education was never an adequate substitute for a liberal education. Under automation it will not even be good vocational training".

There also is need for a more soundly based motivation and a keener sense of responsibility on the part of the high school graduate. All too often one encounters an expressed philosophy that it should be possible to share our nation's great wealth without really working, or earning it. Education can help offset this dangerous viewpoint. There is dignity to work. Greater productions mean more goods to use and enjoy that arise from a job well done. Greater rapport between educators and businessmen may help to strengthen these concepts. As I mentioned earlier, there are, of course, many other forces that must be brought to bear on this problem.

In this area, for example, educators can play a key role in explaining that poor high school attendance is a major barrier to employment for many otherwise promising graduates. Absence records of 25, 30 or 35 days per year are not uncommon. The value an employer attaches to regular school attendance cannot be emphasized too strongly. When operating a tightly scheduled service-oriented business, such as the telephone industry, it is imperative that we have employees who will be on the job regularly, ready to serve our customers.

There are a number of other areas that can be considered if we want to minimize the number of unemployable graduates from our schools. Many of them relate to the role the vocational guidance counselor has in the school. Most counselors appear to be teachers and administrators first and guidance personnel second. I realize steps have been taken in many communities to raise the status of the counselor's job but I feel there is need to re-examine the overall objective of the counseling function. Do counselors recognize that many students will be happier going directly to a vocation out of high school? Are there enough counselors so that they can take the time to search for vocational or educational paths that the developing student can best pursue? A recent article in the National Observer suggests the answer is NO. One high school girl is quoted as saying, "They are just too busy. You don't know them and they don't know you."

Counselors with little exposure to or training in miscellaneous vocational pursuits are handicapped in guiding questioning youth through an unfamiliar vocational field. This is not to say that limitless job expertise must reside within each counselor, but it is a plea to professionalize the assignment. The function needs capable and enthusiastic personnel who are adequately trained and who have the support and encouragement of school administrators. In fact, there might be merit in titling the job "counseling and placement". Shouldn't the counselor feel a direct responsibility to "place" each student—either in a job or on to college? And wouldn't such emphasis lead the counselor into many more firsthand contacts with employers? Counseling should have a scheduled place on each student's program so that he is regularly forced to examine his future plans. In this way we can avoid the situation where pupils in need of counsel do not get it because they are not in trouble scholastically or they are not a disciplinary problem.

Dwelling on the last point, a plea for consideration for all students, it is timely to note that we must identify and work with the under-achiever early enough in his high school career so that he can be equipped to earn a living. The business community is continually responding to proposals from government and social agencies requesting us to utilize these people as productive members of our work force. Many of these plans have merit. In line with our community responsibility, we are working with various agencies to absorb these people. But, as we try to improve the working capabilities of the currently under-qualified or marginally prepared citizens, it is abundantly clear that, through the educational system, we must seek to minimize their number in the future.

It has often seemed to businessmen that efforts to job orient the student come somewhat too late in his educational program. The scheduling of "career days", the provision of specialized or intensive counseling activity and the exposure to business people or places, more often than not, come in the senior year and frequently in the last semester. Might there be more genuine vocational experiences in the freshman and sophomore classes with some geared specifically to creating an awareness in the student of the many good careers available without college training?

One element in creating such an awareness is the provision of sufficient information and opportunities for observation so that pupils in their deciding years may come to a more informed vocational decision. Could there be more scheduled visits for students to industry to see and learn what jobs there are? Both the student and counselor should know what the business machine programmer does. They should be up to date on the requirements for today's machine operator. The point to be made is, given an early enough chance to learn firsthand what various jobs are like, the student can better evaluate his future and better shape his vocational and educational goals.

Of course, implicit in such an undertaking would be the vigorous and interested cooperation of employers. You would be surprised at their responsiveness. At the telephone company we have done similar things recently in connection with efforts to demonstrate our interest and desire to offer employment to members of minority groups. In cooperation with school guidance counselors, we invited about 50 students from the inner core high schools to tour our facilities and learn about the kinds of job openings there are in the telephone business. This was during the Easter vacation period so the students came "on their own time". We had similar responses at Christmas time and a year ago at the Easter vacation period. This is good evidence that students welcome such opportunities.

What I am suggesting is that visits of this kind be programmed for all students as an integral part of the curriculum in the high school. Perhaps also there could be an expansion of the so called "co-operative" ventures whereby, on a planned basis, students work part time in industry in tasks that supplement classroom activities. In some respects these "on-site" visits and work experiences might be viewed as being just as necessary as are laboratory sessions for a specific academic subject.

Undoubtedly, the wider use of industry as a classroom adjunct will offer administrative problems. But these are not insurmountable. For example, if there is concern that the decision to visit a particular firm will be viewed as giving that firm preferential treatment, then make the arrangements through a neutral organization of businessmen such as a service club, a chamber of commerce, an employer's association or an equal employment opportunity council. If you are anxious that this will take too much student time away from the school premises, industry representatives might be invited to the classroom. I recall two recent instances where such visits were well received in Milwaukee. Both of these were sponsored by MVEEOC, the equal employment council I mentioned earlier.

In one case the objective was to impress upon junior high school students the importance of continuing in school through the 12th grade. Here, individual workers, not personnel men, gave testimony and answered questions about their own jobs. In the other case, representatives from Milwaukee firms visited high school assemblies and classrooms to put on a "how to get a job" clinic. This dealt with some of the rudiments of making application for a job and the type of behavior expected by the employer. In both cases students not only learned something specific about jobs in industry but also were exposed to a cross section of the kind of people they will meet and associate with in the "world of work".

By way of emphasis on this point, let me say that I believe you will find industry welcomes an opportunity to be of greater service and, in effect, to be used as a community resource. To fully develop this potential will call for imaginative thinking by both educators and businessmen. It also means that both of us must cast aside any preconceived notions and be willing to open doors and experiment with new approaches.

By asking for closer cooperation between educators and employers, I put business on record as wanting to do more to improve and supplement existing vocational programs. Briefly, may I suggest that the progressive employers of today are ready to aid in some of the following ways:

1. As just discussed, business can open its doors and make available to students a carefully planned and meaningful experience about the career opportunities that are available.
2. We can provide guidance counselors the opportunity to observe firsthand the current industrial environment and the requirements of various occupations. In Milwaukee, for example, a number of industries have given summer employment to counselors, on the production floor, in the course of which they can evaluate the jobs, determine employee attitudes, and also reach personal judgments about careers in industry. Our company has had a similar program in Madison. Obviously, some measure of this could also be accomplished by encouraging counselor visits of shorter duration. Other efforts in this direction are the summer institutes sponsored by Plans for Progress in some cities.
3. Firms should prepare and place in the schools adequate printed material which informs the potential employee and counselor what their company is, what it does, what type of employees are needed and what it offers. Our company prepares a printed and bound 32-page guide to telephone careers which has been well received by counselors throughout the state.
4. Businessmen at all levels of the organization should make themselves available to speak to teachers, administrators, pupils and parents when the opportunity to tell their story presents itself. We cannot expect schools or others to be our publicity agents. Again, a visual demonstration is always effective. In our business we have found that "open houses" at the telephone offices are quite popular.
5. Businessmen can perform within industry more of the required specialized or unique training func-

tions that are required to sustain the business. Obviously, post high school technical training is desirable in some cases. However, if the schools provide a firm educational foundation, business will be better able to develop the specific vocational skills on the job.

6. The employer must maintain a vigorous corporate environment that will encourage employee development. We must not hire for entry level, job placement only but must create and maintain many avenues of advancement for our employees. Similarly, we must seek to maximize the capacities of each individual. In our industry today we are experimenting with some programs of "job enrichment". This is an attempt to make jobs more interesting and more satisfying. Still another method of encouraging employee development is the tuition reimbursement program now fairly prevalent in industry.

Before concluding, I am aware that in the process of emphasizing certain points I have perhaps not done full justice to the tremendous contribution that has been made by "vocational" schools and by the teaching of so called "vocational" subjects in other high schools. I know that these have provided much technical competence to industry. It is also true that some smaller employers are not as well equipped to carry out all of the responsibilities I have said industry can accept. I trust you will make due allowances for these deficiencies. Besides that, my charge was to talk about what needs to be done—and not just to praise past accomplishments.

By way of summary let me underscore these points:

1. Careers in industry have their rewards and more could be done to make students aware of them. As a related matter, we all have a responsibility to examine our opportunities to motivate the student toward the maximum application of his talents and to help him recognize the importance of responsiveness to change.
2. The exposure of students to industry is a longer developmental process that should begin early in the secondary school and should include programmed, firsthand observations and sampling of work tasks.
3. There needs to be more emphasis in school on "general" education as typified by the 3 R's and basic science.
4. The role of the guidance counselor should be expanded and professionalized to become a more formal part of the student's schedule and with greater stress on the "placement" function.
5. Industry should accept more responsibility for the "skill" training on the job.

Overriding these specific matters is the urgent need for closer and more effective relationships between the educator and the businessman. There must be a willingness on the part of both to experiment with new concepts. In particular, doors and minds need to be opened to ways in which the business community may be put to greater use in the educational process.

PREPARATION FOR THE WORLD OF WORK—WHAT SCHOOLS SHOULD DO

Discussion Leader: RALPH WENRICH
PROFESSOR OF EDUCATION
UNIVERSITY OF MICHIGAN

Education for the world of work includes more than specialized vocational and technical education. The preparation of children and youth for the world of work is a process which should begin in the elementary grades and continue throughout the school life of the individual. Education for work includes the basic tool skills of learning—the three R's plus some science and citizenship.

Education for work includes general as well as specialized vocational education. The whole faculty of a school should be concerned about educating youth for the world of work. Through specialized vocational programs, all education can be given purpose and meaning.

The following statements represent the opinions and reactions evolved from the discussion groups. These groups were composed of representatives of management, labor, business, education, local, state and Federal governmental agencies, and community groups.

1. I believe that to make the placement process a school function is bad on several counts. The first of these is that the school systems have more than they can handle now; they are taking on a pretty big chunk of business in the placement field. The second point would be that they can't assume the same status in this field as can a recognized agency with the responsibility delegated to them by legislation.
2. Some school systems are trying to recognize very early that they do not complete the process of training in education unless they assist persons in making the next step in their development, whatever that step may be. The next step may be college or it may be jobs.
3. I think one of the stronger arguments for the schools being involved in a cooperative way with placement is the feedback that they get and their opportunity to redesign and reconstruct their programs. Unless they have this contact with employers and get the feedback from the users of their product, I think vocational programs are likely to become sterile.
4. It appears that we are all agreed now that the schools are interested in knowing what the employer requires. This is a very complex subject because some employers require exactly what has already been stated—the three R's plus basic sciences,others want trained people, while other employers want both. I know of only one employer in Cleveland, for example, that trains its own stenographers.
5. Practically every employer wants girls who are already competent to be stenographers, as we do in the telephone business. However, we want to train the boys who come in to be installers, repairmen and switchmen.
6. This is an area where you cannot really generalize. I find I get one story from the Chairman of the Board or President of the corporation, and then I go to the front line supervision and get an entirely different story.
7. Another misunderstanding is that the vocational student is deficient in the basic skills. This is not true at all. In the school in which I work our graduates have the same basic high school education as the graduate of any one of our general high schools, plus an occupational competence.
8. I believe that the most important person in the schools today is the guidance counselor. In many instances he is not fulfilling his job because of numbers. No matter what program students end up with, if you do not have guidance counselors to guide these students they are going to have difficulty.
9. Basically what we do is give low ability students remedial or modified math, we teach them to communicate, and then try to train them for service occupations or occupations in which they may be self-employed, for example, furniture refinishing. If the student cannot get a job immediately, he can refinish furniture. And he can make

a living.

10. Certainly the vocational educator, the person who is giving leadership to the development of a meaningful program for employment-bound youth cannot ignore the communication skills, the computational skills, and the attitudes, because these things are important tools in making a student employable, as important as the specific, specialized job skills are.
11. I think that the things we used to consider a part of vocational education are really tools for teaching general education. The basic needs are still for competencies in language, mathematics and science. I do not think it makes any difference how these are taught, and perhaps many students will learn better by using the tools they will learn through vocational education.
12. I am of the belief that in the years ahead youths are going to stay in school longer. Where is the big unemployment today? Between 18 and 21. When a man becomes 21 our unemployment group is right there. In 10 years from now, the completion of two years beyond high school will be just as common as completion of high school today.
13. Industry has been in the business of training personnel for a long time. Industry recognizes that the high school graduate needs a period of maturation. This means helping him to make up his mind to determine where he is going and giving him opportunities to develop the necessary skills to do this. In our plant some 25 different apprentice programs are developing apprentices in the various trades.
14. One of the things we are doing on our campus right now is to bring some of the trade and industrial instructors who have had a relatively narrow training back to our campus and give them a liberal arts education. Industry identifies men with leadership who have had a rather narrow training and sends them to our universities for a year of liberal arts, if you please. Why can't we do this in vocational education? Take some of these young men who are bright, but who do not understand what makes the world tick in sociological terms, in economic terms, etc., and bring them back and let them take an economics course, a sociology course, a political science course, and find out some things that they have missed somewhere along the line.
15. In industry, new employees are not shepherded continuously as they are in school. During the high school period and before, they are subjected almost entirely to a passive type of education wherein all the education they receive is preplanned and programmed for them. Upon entering industry they are subjected to an active type of learning whereby it is necessary for them to learn by association and by experience, making mistakes and by observation. We give them (and I think that the schools should be aware of this) one year to make this transition in their life, and during this period of time we watch them more closely and spend more time with them than we do thereafter.
16. Somewhere prior to leaving school there should be the teaching of some concept of the industrial environment that graduates can expect.
17. One thing that schools can do by way of helping better prepare youth is to keep their teachers in closer contact with the world of work so that they can more realistically interpret occupational needs for boys and girls.
18. We are going into what we call work-study funds. We put young people in hospitals that the hospitals would not have accepted in a "blue moon." After they are there for a while these students are taken over by the hospitals. These are students who do not read at the 4th grade level and may never read at the 4th grade level, but we have accepted the concept that the most essential thing is to get him working.
19. What is wrong with the idea of putting these teachers on a 12-month contract with the idea that summers will be used for experiences of various kinds that will throw them back into industrial and business situations so that they will not lose this touch?
20. It is extremely important that the teacher be given released time so that he or she can become acquainted with the community. In order to do this we shut the school down on Friday right after lunch and the faculty was dismissed for the purpose of going out where the youth were getting their work experience. We also shortened the school day with rather careful scheduling so that a teacher could follow-up the youngster's work development.
21. I think that communication between employers and the school needs to be strengthened greatly. As a result of this process, business and industry will learn to come to the schools to get recommen-

dations of young people who can spell if spelling is important and who can add if addition is important.

THE EARLY SCHOOL LEAVER— WHAT ARE THE EMPLOYMENT OPPORTUNITIES?

by DAVID R. FORREST
VICE PRESIDENT, FOREST PRODUCTS ADMINISTRATION,
CLEVELAND CLIFFS IRON COMPANY

Mr. Forrest is Vice President-Forest Products Administration of the Cleveland Cliffs Iron Company, Cleveland, Ohio. He actively participates in many civic agencies including the Ohio Chamber of Commerce, the Businessmen's Interracial Committee on Community Affairs, The Educational Television Association of Metropolitan Cleveland, The Cleveland Community Chest, and the Cleveland Council on Human Relations.

I am glad for the opportunity to participate with you in these vital discussions, and hope that I may be able to contribute something worth-while.

When one considers the subject of my presentation today, "The Early School Leaver—What Are the Employment Opportunities?", there seems to be a ready answer, namely, "There are practically no job opportunities for the early school leaver". Now, if we are to get the subject in proper perspective and get our thinking into the proper groove, I am sure that I can interpret one of the purposes of this organization, and this conference in particular, as being that of the development of a long-range goal or program concerning the young people who leave high school early and who, at least as to recent trends, are doing so in alarming numbers.

We could, of course, make certain assumptions which, if accepted as being completely valid, might provide some easy answers to the problem or, in fact, might even suggest that there is no problem, at least of a magnitude which should cause us concern. I am referring to the fact, for example, that we are currently riding a wave of prosperity which has been with us for a long period of time and which has actually defied in a most unorthodox manner all of the past so-called normal economic theories with regard to economic trends and cycles. The economic cycle in which we are still involved has probably encompassed the most sustained period of continued prosperity and business activity in this country's history. So, in effect, we are on our way—we have disproven that cyclical trends need to be with us and we can indefinitely maintain this prosperity, according to some economic theorists. Thus, it may be said that there is nothing to be concerned about. The early leaver problem will take care of itself. A very comfortable and very easy answer, to be sure, but really not an answer, and one which could well be a serious trap that could lead us down the road to ruin as a nation, for many reasons of which I am sure you are aware and which require no detailed explanation.

Today, based on government and private statistics, unemployment is at an all-time low with ample evidence that even the early leaver from high school has little difficulty in finding employment, despite either his unwillingness or inability to finish his high school education. The old theory, "Hire the body if it's warm," has again been coming into play and so once more there is the danger that the early leaver problem is one on which we could become complacent. In fact, I recently heard from a gentleman who was referring to the turnover of employees at his place of business—something approximating 500 within the last year. The comment was made that the employer was fortunate to have acquired that many qualified persons. His reply was that they had perhaps hired only 500 bodies, since the skills and abilities of many of the group were in doubt.

As to this conference, I have no doubts as to your aims, since I know that your efforts are concentrated on building for the future, but essentially on the long-range basis even though the short-range problems must have our attention, too. This is the kind of problem which will surely be with us both as a contemporary one and a long-range one as we move on into the future.

One of the important jobs we have as a group is to carry this gospel back to our associates and to our constituencies with ever increasing emphasis, so that we will hopefully contribute in a material and significant way toward an unrelenting attack on all the problems confronting our youth. This should be a never-ending job and challenge, with no room for complacency at any stage. If there is one certainty in the field of education it is the uncertainty of any built-in, long-term solution to the problems in that field. So not on any assumptions, but simply facing what I am certain will be one of the continuing and ongoing problems of school life, namely, the problem of the early leaver and his job opportunities, let us get down to the question of what can be done about it. Let us remind ourselves that his job opportunities will, without doubt, center mainly on what we do about it, since it seems rather obvious that he is incapable of helping himself and must be provided the direction and guidance he needs.

First of all, as a philosophical approach, I hope you will agree with me that while a young man or woman at the high school age, especially in the junior and senior years, has a fair degree of maturity in today's sophisticated society, there is still a very large area of need in the lives of these young people which again, I maintain, they are incapable of meeting themselves. In a word, this is a problem for the educator, but one, on the other hand, which must also be implemented by all segments of society and particularly business and industry, the professions and government. Nevertheless, the leadership demanded must, I believe, stem from our educators.

Perhaps I can contribute to your thinking by leaving with you some ideas concerning what might be done, or what is being done, more particularly, in my area of the country. I will attempt to provide the facts as I understand them, with added comments—not to suggest, however, that a given plan or approach will fit your particular situation, but rather in the hope of suggesting an idea or providing a basis for the sessions which will follow under your discussion group leader. These thoughts are not listed in any particular order or in any degree of importance.

1. The suggestion has been heard—perhaps not too often—that the simplest and most direct solution to the early leaver problem is some type of compulsory attendance beyond present requirements. This would be a rather drastic approach and would undoubtedly be fraught with many handicaps, not the least of which would be delay, whereas we are in an urgent situation and need action now. Furthermore, a healthier approach by our own persuasive efforts and ingenuity would appear to be most desirable.
2. Efforts are increasingly being made to encourage business and industry to inaugurate programs of vocational training of their own. A recent example is that of a computer company which is establishing institutes for the training of high school graduates as computer experts in less than one year. Tuition is charged under this program, but the company finds jobs for the graduates in a field which promises an excellent future and good income. True, this is for graduates, but it may be the means of added encouragement for the potential early leaver to stay in school if more programs of this type can be established. Incidentally, one such institute is already under way in Minneapolis.
3. The Neighborhood Youth Corps is an approach which holds promise currently, and as you undoubtedly know, is sponsored by the U. S. Department of Labor. In Cleveland one of our companies has worked closely with the local office of the Neighborhood Youth Corps and has undertaken to accept nine early leavers for work in their plant. The arrangement is that they receive $1.25 per hour while working as trainees. Subsequently, based on the company's evaluation of performance, they may hire for regular jobs members of the training group. Thus far five of the nine have been hired as regular employees by the company in question, so that this holds great promise for the early leaver and provides at the same time a source of manpower for the employer. This is a cost to the employer, of course, but could prove to be a very worthwhile investment. It raises the question whether, as educators, you can make such a program a convincing one to the employers in your areas.
4. The Junior Achievement movement is one which, while not of a direct nature in dealing with the problems in our schools, appears nevertheless to be one deserving of encouragement. On Monday evening of this week over 3,000 Junior Achievers met in Cleveland to hear former Vice President Nixon. As I am sure you know, high school sophomores and juniors are eligible to participate, as well as seniors. Encouragement to participate in the Junior Achievement program might be one added spark which would help the student who is tempted to leave high school early.
5. The establishment of Skill Centers, as is being done under William R. Mason, Director of Technical-Vocational Education of the Cleveland schools, holds considerable promise and is in an area of interest to the potential early leaver. These Skill Centers will open this fall and will be established in five schools. They will cover occupational, industrial arts, vocational and technical courses and encompass such subjects as data processing,

machine shop, industrial electricity, welding, auto body, auto mechanics and printing.

6. The Cleveland Board of Education jointly with Superintendent Paul W. Briggs, has set up a Special Vocational Education Advisory Committee. To quote from Dr. Briggs' remarks at a recent meeting of the committee, he said: "It appears to us that this is a joint kind of effort for a total community. . . . The purpose of this committee is to take a general look at the vocational program of the Cleveland schools. We have reached the place where we should focus a little more clearly on new dimensions for this advisory committee. We have expanded to represent a greater cross-section of the community. This committee should advise on general policy. It should be an analytical committee that will raise questions about the direction we are going in vocational education. It would be liaison between top management of vocational education, the Cleveland schools, and the community". There are 61 of these advisory committees now established throughout the Cleveland school system.

   Here is a project directly related to our purpose at this conference and which involves the entire community in terms of business and industry, welfare agencies, the schools themselves and even the parents. The students and parents both are being informed through a project known as VIP (Vocational Information Program). This consists of so-called VIP meetings, seminars, etc. at the various schools, with well chosen career subjects, such as "Career Opportunities in the Aero-Space Industry", etc.

7. An agency of Cleveland's Welfare Federation, the Occupational Planning Committee, has worked closely with the Cleveland schools over a period of years in numerous problem areas. This committee has sponsored a widespread effort known as the "Return to School" campaign, and while the results were difficult to evaluate, it was apparent from figures provided by the Board of Education that good results had been attained with an increase in the number of early leavers returning to school. This, again, is an example of community involvement and can serve to implement quite effectively the educators' efforts on vocational and technical training and opportunities. The above committee indicated their desire to be involved on a year-round, long-term basis. Perhaps this suggests a further opportunity to you for community involvement.

8. In 1962 a so-called Pilot Work-Study Program was initiated as a jointly-sponsored endeavor between the Cleveland schools and the Occupational Planning Committee of the Cleveland Welfare Federation, to develop 50 part-time job opportunities in Cleveland industries. While initially this dealt with 18 to 20-year olds who were already early leavers and the program was carried out for only a limited period of time, namely, about one year, the OPC firmly believed that on this pilot basis it demonstrated that there was sufficient value to justify establishing such a program as part of the curriculum of the Cleveland schools, to serve not only the above group, but to cover potential early leavers as well. The program obviously required commitments from a sufficient number of employers to provide the 50 jobs and an overriding requirement was that the early leaver had to demonstrate a suitable level of accomplishment in his part-time schooling while carrying out the part-time job responsibility in a satisfactory manner. The OPC urged OSES participation also, as a source for trained staff in a permanent program following the pilot study which proved to be successful.

   Meanwhile, as of 1965-1966, this Work-Study Program is working in the Cleveland schools with approximately 250 students enrolled and with the expectation that soon the enrollment will be at the 500-student level. Here is one more example of joint effort between the schools, government and industry. It should be noted that the OPC is composed of a large cross-section of community leaders and is heavily weighted by business and industry representatives from both capital and labor.

9. A job center for college seniors in which business and industry participated to a very encouraging degree was started in 1965 and repeated again successfully this year. A center was designated and 74 employers interviewed 759 seniors from 138 colleges. This was covered in a brief two-day period.

   This led to a similar program which was inaugurated for high school seniors and this was set up in one of Cleveland's high schools on Tuesday of this week, with about 15 employers doing the interviewing. This is on a pilot basis and would appear to have great promise. Here, again, while this applied to seniors, it does indicate a concern by the whole community and should be a source of encouragement to the potential early leaver if he can feel that an effort is really being made to help him find job opportunities upon graduation.

Constant effort on the part of educators to maintain communications with the whole community appears to be a must in today's world of work. I am sure that the community—especially business and industry—is anxious to contribute what they can. Many business and industry leaders are public-minded and, as an example, one of Cleveland's large utilities published an article which received wide distribution, entitled "School Dropouts: Candidates for Unskilled Jobs". The opening statement on the subject was, "The youngster who has only muscle to sell is an obsolete man". This was followed by full treatment, backed by statistics, and with emphasis on the needs in business and industry today. You school people, I'm sure, can encourage this kind of involvement by people outside the schools and should bend every effort in this direction.

Let me call your attention to Item 5 in the material which was distributed prior to the conference entitled "Strategy of the Conference". In case you have not read it recently, let me quote: "The local action teams are requested to provide within one month following the conference a plan of action for their respective cities indicating city level activities which will be undertaken, programs which will be initiated, and recommendations for further joint action, including needed research studies, conferences and Council services".

I am glad that this has been set out as one of the goals and one of the features of the conference, but I would like to add some thoughts in closing. May I remind you that while it is true that we are really working on and thinking about these problems as evidenced by this conference, much remains to be done. Actually there will be no end to the kinds of problems we are dealing with here. Perhaps in these days of challenge to right-thinking and intellectual people, we should thank God that there will be no end to them, for the very essence and character of education is challenge. Yes, we have dialogues, discussions, seminars, conferences, telecasts, newspaper articles, books, studies and so on ad infinitum. Right here, in this conference, we have already had enlightening talks and information. We will carry back some thoughts and ideas. My big concern, however, is that out of all this the key word is "implementation". How do we really put these thoughts and ideas to work?

By the nature of the problem, by the existing structures of public school government, by the autonomy which each school district normally enjoys and other characteristics which normally apply to public education, the problem of implementation is not an easy one by any means. In the face of complacency and indifference, which I have touched upon, we face a real challenge. We must nevertheless, through our individual efforts and ingenuity, spark a program or programs which will lead to a cooperative effort among educators, business, industry, the professions and government, which will find answers and which will insure the progress of the past in this great democracy of ours.

Let us spread the word, do the work, and action will follow.

THE EARLY SCHOOL LEAVER— WHAT ARE THE EMPLOYMENT OPPORTUNITIES?

Discusison Leader: JOHN R. WRAGE
EMPLOYMENT CONSULTANT,
JOHN R. WRAGE ASSOCIATES

Each of the groups approached the topic of the "early school leaver" by discussing three questions: Who is the "early school leaver"? What causes him to leave school? What can be done to salvage him?

Any attempt to define the term "early school leaver" is carried out within the shadow of that nationwide reservoir of manpower that has left school. Too often, young men and women leave school with few or no skills that are saleable to business, industry or the armed forces.

In considering this problem the discussants agreed that most early school leavers are individuals on the labor market who do not have marketable skills. It is easy to count those who leave school before high school graduation. However, it is much more realistic to define the problem in terms of the capability of the individual to assume a role which has social and economic value to society than by the attainment of an 8th or 12th grade diploma. Although the current street scenes dramatize the plight of the early school leavers of the past several school years, the early school leaver of prior decades who faces early displacement from the work force is another dimension to this problem.

The causes of leaving school are many. Parental ignorance, lack of family guidance, poverty, the home and neighborhood environment, are only a few. Personal factors such as low intelligence, inability to cope with school work, illness or physical handicaps, and pregnancy also contribute to early departure from school.

In many cases, to salvage the early leaver a complex of resources must be brought to bear. The personnel involved needs to give the early school leaver personal attention and respect, in spite of his failure. His goals should be highly visible and attainable. The fundamental skills of communication, speaking, listening, reading and writing, should be stressed. A job that gives a feeling of success and accomplishment and knowledge of the workaday world is desirable. Such work experience should be coupled with continued education.

The following statements represent the opinions and reactions evolved from the discussion groups. These groups were composed of representatives of management, labor, business, education, local, state and Federal governmental agencies, and community groups.

1. Most committees say dropouts are those who quit before they finish high school. I think that is absolutely wrong. A dropout is one who leaves education before he has employable skills.
2. What should be our guiding force? Educators in particular ask this question. All the emphasis we have heard in various parts of the speeches today is on helping the early leaver. Either keep him from dropping out or help him after he does drop out. Are we rewarding kids for dropping out?
3. I do not think it is impossible to motivate these youngsters, but I do think one of the first things that should happen to a potential early school leaver is that he be accorded some respect.
4. In the next few years we will have more and more free trading. This means that the unskilled labor, the unskilled work, the unsophisticated production will be done in the countries other than the United States. Consequently, the early leaver during the next decade will have even fewer job opportunities.
5. Everyone cannot be a professional. Everyone cannot be a highly skilled person; consequently, we are still going to need a lot of low-ability jobs.
6. Why does industry insist upon high school graduates? This is an initial screening of those youngsters who do not want to work or have no persistence.
7. A fellow who has a B.A. degree has a very salable skill and every business and industry that I know in St. Louis would be glad to take him and train him on the job for any technical requirements they might have in Bell Telephone and many job training programs. A study has been made of the

people who have B.A. degrees, and after a few years they were not only doing better than their counterparts in business but had moved along faster and were making more money.

8. Certainly we need to find a way of motivating youngsters, but I think our big future with the early school leaver is developing occupational programs. Let us give these youngsters something that they can succeed at, something that has a future for them and then tie it in with a work study program.
9. Can we devise ways of drawing new people into teaching who have not been able to get in in the past? Maybe they have had a year of college, maybe they come right out of the junior college and receive specific in-service training. They could not be teachers in the traditional sense but they could be part of an instructional team.
10. Industry, naturally, is concerned about its public image. I think it is more concerned along these lines than it is with social matters. This is good business and the facts of life. Nonetheless, I think you will find that industry is very cooperative with any efforts that the educators may come up with that show promise for developing the underprivileged youngster.
11. I think that education has to develop an approach to industry. Our people deal with well over 100-150 groups that are exerting pressures of one sort or another on us to do various things. Educators are just another group; so the educator has to find a way to make himself heard in a way so that industry will find it fruitful to cooperate.
12. In order to define the problem more clearly, we need to know why these children dropped out of school. Then ,we might determine what possible solutions could be effected. We think they drop out of school because they are dumb. This is not true. They drop out for many reasons and not all of them stem from inability to learn.
13. The reason that our work study children work so hard at their math and their science is that they have been knocking around. They are also working in hospitals or wherever we have gotten them jobs, and they find that they have to make out reports, they have to write, and they have to talk plainly enough so that someone understands them. Communication and English now are necessities. They understand this, and this is why they work. I think that the reason they dropped out is that this concept did not reach them.
14. If you start talking about training carpenters, the carpenters' union would come here with both feet and the same with plumbers; they all want to have a say about it. With welding, you can train all the welders you want, but industry has not been involved in the training, which is one of the big problems we are facing. All training projects from here on should involve industry and involve the people who are expected to use the products of the courses.
15. Someone yesterday talked about the danger of putting too much emphasis on skilled training, and he wanted math and science and English taught. Well, so does the vocational educator; however, it should not be an either-or preparation. The student needs competency in math, science and English, as well as skilled training in vocational subjects.
16. Job attitudes and adjustment patterns must go right along with these other things that we are talking about.
17. I think that the main thing in our whole system which is not generally recognized is that whereas we have been in an era where much education had a terminal point, we are now coming into an era of continuing education.

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THE WAY AHEAD: YOUTH AND VOCATIONAL EDUCATION

by LYNN A. EMERSON

EDUCATIONAL CONSULTANT

The concluding session of the conference was a presentation by Dr. Lynn A. Emerson. Dr. Emerson, who is regarded by his peers as the dean of vocational educators, has had wide experience in public schools, universities, government service and industry. Dr. Emerson worked on the Research Staff for the President's Panel of Consultants on Vocational Education and is currently serving as Educational Consultant to school districts throughout the country.

In this presentation I would like to talk first about some aspects of technological change, then look at the labor market of tomorrow, the types of educational programs we shall need, and finally some of the issues we face.

In the last half century we have seen great changes in the technology of America. When I was in college nearly 60 years ago the automobile age was in its infancy, with Brush and Model T Ford cars, with tops and windshields considered as extras, no starters, tools and chains carried all the year, tires good for some 500 miles. The first airplane purchased by the Army flew some 42 miles per hour, and only 40 years ago a forerunner of United Air Lines made the first commercial flight. The tempo of technological change has risen markedly in the last 15 years—with perhaps more significant developments than took place in many previous decades.

Today the computer is taken for granted, yet in 1950 there were no computers on the market. Today we have some 25,000 or more, with many thousands on order. Transistors, lasers, tape-controlled machine tools, supersonic aircraft, atomic energy for commercial use, satellites in orbit, a space ship on the moon—these are some of the recent changes. In all of this development the "lead time", between the invention and the commercial application, is getting smaller. Photography took more than 100 years, the telephone 56 years, the transistor only five years. And what is past is prologue to what lies ahead.

In a recent issue of TIME a feature article looked into the future with the target date the year 2000. That is not so far away; many of you will see it. This article outlined the effort being put forth to predict change, by such agencies as the General Electric Company, the Rand Corporation, World Resources Inventory, the Commission on the year 2000. Here are some of the predictions. Highways and wheels will be obsolete, in favor of hovercraft. Planes just under the speed of sound will carry 1000 passengers. Transport by ballistic rocket will move goods to any point on earth in forty minutes. Permanent lunar bases will have been established. The ocean will be a new type of farm land, with fish herded and raised in off-shore pens like cattle. Climate will be controlled through immense nuclear stations which will eliminate smog. In the medical field the blind and deaf will "see" and "hear" with electronic devices. Secretaries and middle management will be replaced by computers. Ten percent of the population will do the work needed in the world (forty percent now are paid to work). Life will be divided into thirds: one-third education; one-third work; one-third leisure. These are some of the forecasts for the year 2000.

Donald Michael presents some interesting predictions for cybernetics, which he defines as a combination of automation and computers. Automation is the automatic production of material products, which has freed man's muscle of routine operations. Computers are defined as sophisticated analyzers and interpreters of complex data, which have freed man's mind of routine thinking. Computers now control the flow of electric current, route long distance telephone calls, make airplane reservations, navigate satellites, prepare weather forecasts, diagnose human ailments, check income tax returns, and perform literally hundreds of other tasks. They perform with a precision and rapidity unmatched in humans. There is every reason to believe, says Michael, that within the next 20 years machines will be available outside the laboratory that will do a creditable job of original thinking, certainly as good thinking as that expected of most middle-level people, who are supposed to use their minds. Rader of the General Electric Company says that the electronic computer may have a more beneficial potential for the human race than any other invention in history. The world will need great ability in its people to control all these changes.

These vast technological changes are having profound impact on the labor force. In the wake of technological change machine operators become machine and instrument watchers. Maintenance technicians grow in numbers and importance. Rapid growth takes place in the range and numbers of technicians, with some skilled crafts rising to the technician level. Changes occur in the numbers of workers in the major occupational groupings, with fewer farmers, more professional workers, and increases in the service occupations. Job entry qualifications increasingly demand more education. The entry age to many occupations is rising.

Unemployment is high in the age group between 18 and 21; young persons seeking employment will be at a greater disadvantage than at present because of the increased age requirements. Mobility of certain types of workers, such as technicians will continue to rise. More paid time for workers, both on-the-job and off-the-job will be devoted to education to keep workers abreast of changes and to prepare them for emerging jobs. It is probable that industry will endeavor to have the public schools provide most of the preemployment training for entry jobs, and to ask the schools to handle some of this training now done within industry. An increasing share of the G.N.P. will be devoted to care of the aged, and many jobs will emerge in this field. As changes in job requirements become more prevalent, workers will be wanted who have flexibility, the ability to adapt to change. "Nowadays nobody stays educated very long."

The most important resource of a nation is trained personnel. If all the manufacturing plants in the Chicago area should burn down, that would be less of a catastrophe than if all the personnel of those plants were destroyed. Money invested in appropriate and effective educational programs returns high dividends to society. Such expenditures can be classed as capital outlay, and not just as operating expense.

Every person—male and female—needs some form of occupational education, unless they are so deficient that society must care for them. A person entering work life today must expect several major job changes during his lifetime, and he should be prepared to face these changes. The main goal of occupational education in the public schools is that of meeting the needs of persons; but this must be done within the framework of meeting the needs of employers as well. Inherent among the rights of every youth is that of opportunity to undertake preemployment education suited to his needs. The training needs of employed workers are just as important to society as are those of persons who are preparing to enter the labor market. Many persons think that occupational education programs are for young people only; but they are for employed workers as well, and perhaps half of the total program of occupational education of a school located in an urban area ought to be in the extended-day program for employed workers.

Increasing numbers of new and changing occupations now require the maturity and the level of skills and knowledge found in occupational education programs beyond the high school. Many vocational educators cling stubbornly to the keeping of specialized training at the high school level. Some of it belongs there, and appropriate programs should be provided within the high school for those youth who will never go beyond the high school. Increasingly, however, we are moving toward the placement of most specialized training in the post-secondary years.

Good preemployment programs of occupational education provide appropriate proportions of general education in addition to the occupational training content; and such programs are sufficiently open-end to permit graduates to continue further study without undue loss. They are designed to develop basic occupational competency, and not for transfer to higher institutions, yet they often serve in this capacity. Occupational education should be an integral part of education at all levels, and needs to be in the main stream of education, not isolated from other educational programs.

A reasonable range of occupational education curriculums can only by provided in relatively large schools. Those concerned with education in the great cities are in a much better situation in this respect than is the superintendent of schools in a sparsely settled region. The overall occupational education program must provide for the needs of normal and handicapped high school youth, present high school dropouts, high school graduates who received no occupational education while in high school, and adults who need updating, upgrading, and retraining. To meet overall needs will require appropriate facilities at the high school level, and at the community college or technical institute level. Effective functioning will demand close coordination between programs at both levels. Increased attention will be needed for the task of providing adequate and effective vocational guidance service.

Out of 100 9th grade students some 45 will graduate from high school and enter 4-year higher education institutions. Some 20 of these will finish four years of college; the others will drop out. Other high school graduates will enter one- and two-year post high school occupational programs. Perhaps some 35 will go to work upon completion of high school, many of these with no specific occupational preparation. Possibly 20 of the original 100 will drop out before completing high school. These persons vary greatly in their abilities, their aptitudes and their interests. They live in all areas of the country, in the great cities, in the towns, and in the rural areas. Many of the youth living in the small towns and the rural areas will find jobs in the great cities and their suburbs. All should have occupational education suited to their needs.

The occupational education programs for the years ahead may well be quite different from those which met the needs of yesterday. To prepare persons for working and living in an automated age will require:

1. Preparation of youth for entry into work life.
2. Preparation of youth for anticipating and meeting change.
3. Provision for adults to meet changed conditions through full-time or part-time attendance at appropriate educational programs for their updating, upgrading or retraining for new jobs.

In the years ahead higher proportions of youth in the corresponding age bracket will attend high school; a higher proportion will enroll in either basic or specialized occupational education; higher proportions will graduate from high school; more will go on to higher education. We will probably see large increases in the attendance at community colleges, both in the occupational and the college transfer programs.

Occupational education will increasingly become more fully accepted in the total school system up through the community colleges and on a par with college preparatory programs. It will begin with basic information about occupations in the elementary grades, articulated at the various grade levels and the junior high school with its exploratory programs, culminating in specialized education at the higher grade levels. For students who will not attend full-time school beyond high school, the specialized occupational education may well be located at the 12th grade, or the 11th and 12th grades. The specialization should not begin too early. It should be preceded by broader basic programs of occupational education. For increasing numbers of students the high school program as a whole will have considerable breadth, in preparation of specialized occupational education in the 13th and 14th years. Arthur Adams, former president of the American Council on Education has stated that within a relatively few years graduation from a two-year post-high school institution will be common as high school graduation is today. Secretary Wirtz of the Department of Labor recommends keeping as many youth as possible off the labor market for two years beyond high school if this is practicable. In the light of increased postponements of specialized occupational education to the post-high school years, the high school of tomorrow should take on a new pattern.

What should the high schools of tomorrow look like? To meet the needs of youth—of all the youth who will attend them—the pattern of education must change greatly from that commonly found today throughout the nation. Instead of academic high schools that limit programs of study largely to meet the needs of those going on to four-year colleges, and separate vocational high schools in many of the larger communities, the pattern of tomorrow may well take the form of a comprehensive institution with widely varying curriculums aimed to meet the needs of widely varying students. The general pattern would include exploratory programs in the early years, broad basic instruction in selected occupational fields, paths or "tracks" preparing students for effective entrance into specialized post-high school occupational programs, into four-year colleges, or into the labor market. The program would embody an extensive program of guidance service so that students could choose and follow appropriate programs to meet their specific needs, shifting from one track to another as needed by means of transfer points or "switches" at the end of each school year, or more frequently.

The program might well include occupational exploration in the 9th grade, special occupational programs for handicapped youth, programs preparing for selected "clusters" or groups of closely-related occupations, cooperative programs in which the youth spends half of the school day in the comprehensive high school and the other half day in a paid job in industry, or a paid job on a sponsored work-study program. Or the youth may spend half time in a "skill center" equipped to provide a wide variety of occupational programs and serving a group of comprehensive high schools. The "tracks" in this high school might include a four-year track leading to liberal arts college; or a two-year or three-year track leading to post-high school specialized occupational education in such fields as technician education, skilled crafts, the paramedical field, the business or distributive field, or agriculture.

In the years ahead we shall need to give more attention to occupational education programs for girls, and to recruit more girls into existing programs. Many young women are now employed in the electronics field, yet few girls are enrolled in our training programs. As we increase the size of our occupational programs, through enlarged comprehensive high schools, through skill centers, and especially through greatly extended facilities in the post-high school years, we will make available to youth a much wider range of occupational choice than now exists. Educational research is finding new teaching devices and methods, and the occupational programs lend themselves to such things as programmed learning, closed circuit television, team teaching, and greater emphasis on learning through experimentation and other aspects of learning by doing. We may well see a longer school day and a longer school year, with the educational plant in operation for much longer periods than at present. The cost of some types of equipment is so high that schools try to get the most possible use out of it. A computer installation in a Florida community college, for example, is used for instructional purposes from 8:00 a.m., until midnight; and on productive work for the school system from midnight to 8:00 a.m.

We are now seeing the development of a considerable number of area vocational schools throughout the country. Many of these schools start out serving high school youth. Then they tend to concentrate their attention on out-of-school youth and adults, including programs of the MDTA type, and to exclude high school students. Later many of them broaden their programs to become community colleges. The post-high school occupational pattern across the country thus includes area vocational-technical schools, technical institutes, and community colleges.

An increasing number of States are developing state-wide Master Plans for occupational education —quite different from the State Plan required by the U.S. Office of Education if the State is to utilize Federal vocational education funds. The Master Plan looks at the State from the standpoints of occupational needs, the needs of persons for occupational education, trends in industry and other occupational fields, population trends, present educational facilities, and the like. It then sets up goals and procedures on a long-term basis so that each addition to the whole program in the years ahead can be fitted into a state-wide pattern on a carefully prepared priority basis. Without such a plan, programs develop without due consideration of the over-all needs, and sometimes get located in places other than the most appropriate ones.

Much of the program planning for occupational education tends to be controlled by persons with long experience in vocational education. Many of these persons see the changes that lie ahead and make their plans accordingly; others tend to perpetuate proprograms that have outlived their usefulness. "In times of great social change long experience is sometimes the very thing on which we should not rely." Kettering tells us that what the world needs today is a whole new crop of new inventions and a flock of brand new ideas instead of warming over our old conception of things. This applies to occupational education as well as to other fields. As far back as 1917 Alfred North Whitehead had this to say about change:

> "In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your herosim, not all your social charm, not all your wit, not all your victories on land and sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment that will then be pronounced on the uneducated."

In the years that lie ahead we face many issues in occupational Education. Here are some of them:

1. How to determine the most desirable patterns for occupational education—
   a. The place of the comprehensive high school, the separate vocational school, the area vocational-technical school, the skill center.
   b. The types and amounts of occupational education to be placed on high school and post-high school levels.
2. How to design the curriculum offerings of the comprehensive high school—
   a. Provide the proper balance between occupational and general education content.
   b. Determine the nature and scope of the basic or underlying content for occupational education.
   c. Design the most appropriate "tracks" and "switch locations" to provide maximum flexibility.
3. How to incorporate desirable aspects of educa-

tion for occupational life into the elementary and junior high school curriculums; and how to get teachers to understand, accept, and implement such programs.

4. How to get a proper balance in our total programs between preemployment and extension curriculum offerings.
5. How to get youth to change wrong attitudes toward work which they may have developed; how to prepare youth to anticipate, accept and adapt to change.
6. How to get principals of academic high schools and presidents of community colleges to fully accept comprehensiveness of occupational education programs as desirable goals.
7. How to achieve a proper balance between the responsibilities of the school and the employer for providing occupational education.
8. How to prepare leaders and teachers for the changing occupational education programs that lie ahead: teachers for occupational information in the elementary school and the junior high school; teachers for occupational clusters; teachers of occupational programs for potential dropouts; teachers for technician education programs.
9. How to improve the image of occupational education in the eyes of the students and the parents.
10. How to develop really close relations between the schools and the public employment service, between schools and employers, between schools and pertinent professional groups, and the like.
11. How to resolve the power struggles among agencies concerned with occupational education, and develop cooperative efforts.
12. How to secure current and meaningful labor market data and projections on which to base program planning.
13. How to develop meaningful Master Plans for occupational education for Great Cities and for States, and to use such plans effectively in implementing programs.
14. How to take full advantage of the Federal vocational education acts.

This is a most important time for new developments in education—a nascent period for vocational education similar to that following the passage of the Smith-Hughes Act of 1917. The present situation holds increased Federal funds, higher State funds, greater interest in occupational education than ever before. Its future lies in hands like yours.

CONCLUDING REMARKS

by BENJAMIN C. WILLIS
GENERAL SUPERINTENDENT OF SCHOOLS,
CHICAGO, ILLINOIS

Good morning. First I should apologize for not being here yesterday morning. In a moment I will tell you what I was doing yesterday morning. Then I should say very quickly that you have been listening to the number one statesman in education, because of the importance of vocational programs in education—Dr. Lynn Emerson.

Let me take just a moment to say to you how happy I am that the Council staff and the liaison members in the several cities have planned this meeting, how happy I am that you are here, and to tell you of one of the notions that brought it about. Education has a great message, and it is probably the most important thing of the three that Lynn Emerson mentioned—education, work and leisure. Without education, work is different and certainly leisure would be different. We see this in other countries in the world today.

In any event, it was my observation, in at least 1955 if not before, that if something was not done in the field of vocational education in relation to the world of work in these Great Cities of America, it would be a catastrophe. I am not sure that we have done too much yet, but we were thinking that if we could bring together in regional conferences a group of people who would think about the world of work from the vantage of employment, education and training, the schools would begin to be what they should be in the lives of children and young people.

I do not think we are going to get all the answers from the educators you have met from Chicago or from their counterparts in other cities unless and until they have a speaking acquaintance with those in business, industry and labor that Lynn has spoken of so fervently in his address. I am grateful to those who are here, those we met in New York, and those we will meet on the West Coast. I certainly hope that you as a small group will be individually and collectively working with the Research Council staff in planning the second stage of this project so that from this series of activities will come a new charter for education.

Let me reemphasize the point that change is inevitable, that change will come faster than we can observe it much less understand it, but it is coming. Somehow or other what we do for all the boys and girls in this country prior to age 18, and what opportunities we insure them if they are not otherwise provided after age 18, is, I think, the greatest challenge facing America.

My last point is by way of an explanation of why I did not get here yesterday. Our state advisory committee of some 10 or 12 people dealing with Public Law 89-10 was meeting early yesterday morning, and I attended that session. I think the states, the state governments and the state vocational departments should make absolute use of all the flexibility in the Vocational Act of 1963. I think there is a strong possibility that the states will still wait to get the word. I think that state departments should emulate the flexibility demonstrated by the local units. I am not sure that this is being done from what I see where I sit. Our people are making inroads on it but they will never do it without the help of such people as are in this conference.

I think that when you get to a city, the people who live in that area have a great responsibility to work with educators. Coming out of this meeting, the follow-up conferences will probably do more than we were able to do through the Panel of Consultants in a year and a half. The opportunity is here, the need is here, the people are here. The changes that Lynn Emerson is talking about, I am persuaded are going to come. Again I am grateful to you for participating in the conference and wish I could have been sitting with you all the way through it.

APPENDIX

ROSTER OF PARTICIPANTS

William M. Alexander	Citizens of St. Louis, Missouri
Elmer C. Anderson	*Director*, Employment and Guidance, Urban League, Milwaukee, Wisconsin
Thomas Augustine	*Regional Director*, U.S. Department of Labor, Bureau of Apprenticeship and Training
John A. Beaumont	*Director*, Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, State of Illinois
Eugene L. Belisle	*Executive Director*, Hartford Development Commission
Samuel C. Bernstein	*Employment Security Officer*, Illinois State Employment Bureau
Frederick Bertolaet	*Executive Secretary*, Research Council of the Great Cities Program for School Improvement
Donald M. Brill	*Vocational Coordinator*, Research Council of the Great Cities Program for School Improvement
Kathryn Bruce	*Education Director*, National Restaurant Association, Chicago, Illinois
William H. Burhans	*Director*, Health, Education & Welfare, Chicago Association of Commerce and Industry
Manford Byrd	*Principal*, Chicago Public Schools
Walter O. Cave	*Supervisor*, Department of Secondary Curriculum and Instruction, Milwaukee Public Schools
Frank Churchill	*Supervisor*, Apprenticeship and Technical Training, Allis-Chalmers Manufacturing Company, Milwaukee, Wisconsin
Charles Clark	*Coordinator*, Adult Vocational Education, Board of Education, Flint, Michigan
Alonzo Crim	*Principal*, Chicago Public Schools
Alva R. Dittrick	*Deputy Superintendent*, Cleveland Public Schools
William Douthit	*Director*, Urban League, St. Louis, Missouri
Lynn A. Emerson	*Consultant in Education*, Hightstown, New Jersey
Helen J. Evans	*Director*, Bureau of Vocational and Practical Arts, Education for Girls, Chicago Public Schools
Lawrence L. Evert	*Executive Director*, Businessmen's Interracial Committee, Cleveland, Ohio
James A. Fallace	*Coordinator*, Distributive and Business Education, Gary Public Schools
David R. Forrest	*Vice President*, Cleveland Cliffs Iron Company
Jacob F. Friedrick	*President*, Milwaukee County Labor Council, Milwaukee, Wisconsin
Chester Gray	Equal Opportunities Office, Cleveland Contract Management Division, U.S. Air Force
Frank E. Griggs	*Superintendent*, Maintenance and Construction, Anheuser-Busch, Inc., St. Louis, Missouri
Herbert Harig	*President*, Harig Products, Inc., Elgin, Illinois
Michael S. Havert	*Employment Specialist*, Hotpoint-General Electric, Chicago, Illinois
Herbert Herman	*Chief*, Bureau of Education and Training, Cook County Department of Public Aid, Chicago, Illinois
John E. Hinkson	*Director*, Training, Education, and Safety, Associated General Contractors of America, St. Louis, Missouri
Max M. Horton	*Deputy Director*, Michigan Employment Security Commission, Detroit, Michigan
Paul R. Hunt	*Dean*, Washtenaw Community College, Ann Arbor, Michigan
James D. Idol	*Assistant to President*, Chamber of Commerce, St. Louis, Missouri

CHARLES F. KEMP	*Coordinator,* Industrial Arts and Vocational Education, Board of Education, Flint, Michigan
ARTHUR J. KENNEDY	*Director of Welfare,* City of St. Louis, Missouri
WARREN A. KOERNER	*Director,* Practical Arts for Boys, Chicago Public Schools
THOMAS J. KOMA	*Supervisor,* Vocational Education, Cleveland Public Schools
GEORGE R. KOONS	*Chairman,* State Board of Vocational Education and Rehabilitation, Chicago, Illinois
ARTHUR R. LEHNE	*Assistant Superintendent,* Vocational and Practical Arts Education, Chicago Public Schools
RICHARD G. LOOMIS	*Vocational Director,* Genesee Industrial Schools, Flint, Michigan
HAMILTON E. LOVING	*Vice President of Personnel,* Wisconsin Telephone Company, Milwaukee, Wisconsin
GERALD H. MACHESKY	*Assistant Manager,* Wisconsin State Employment Service
ERNEST T. MARSHALL	*Administrative Assistant,* Guidance Department, Detroit Public Schools
GRACE A. MARTIN	*Principal,* Cleveland Public Schools
WILLIAM R. MASON	*Director,* Vocational-Technical Education, Cleveland Public Schools
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